

AN ANALYSIS OF THE STATE LEVEL COMMUNITY COLLEGE AGENCIES'  
ROLE IN COORDINATING EDUCATIONAL OPPORTUNITIES  
FOR WOMEN

By

EDYTHE JACQUES SMITH

A DISSERTATION PRESENTED TO THE GRADUATE SCHOOL  
OF THE UNIVERSITY OF FLORIDA IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF EDUCATION

UNIVERSITY OF FLORIDA

1991

Copyright 1991  
by  
Edythe Jacques Smith

To my father, Rivers V. J. Jacques, Sr. who taught me the love of knowledge and instilled in me the courage and determination to pursue it; to Tom, whose total commitment to my success served as fuel; to Lindsay, who showed me that little girls are not the only ones who continue to grow; to Adam, whose newness gave me the final push to complete this dissertation; to my brothers and sisters who believed in me; and to Dr. James L. Wattenbarger whose guidance and patience made the completion of this study possible.

#### ACKNOWLEDGEMENTS

Many people have provided me with support and expertise to complete this study. I am very grateful to my chairman, Dr. James L. Wattenbarger for the privilege of working with him and for his demonstration of unlimited patience. I am also indebted to the other members of my committee, Dr. Ruthellen Crews and Dr. James Hensel for their patience, support, and recommendations.

Finally, I acknowledge the understanding and total support of my husband Tom and my daughter Lindsay as well as other family members who kept me focused enough to complete this study. I am also indebted to the support of others who contributed indirectly to the completion of this study: Dr. Rod McDavis who believed that I was a member of the Talented Tenth; Mr. William Woodbury who encouraged me over the past four years; Dr. Portia Taylor who served as a sounding board on countless occasions; Dr. Barbara J. Argumedo who helped a stranger and made a friend; Ms. Christina Aslan whose help was greatly appreciated; and to the thousands of women whose efforts to improve their lives made this study possible.

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS . . . . .	iv
LIST OF TABLES . . . . .	vii
ABSTRACT . . . . .	viii
CHAPTER	
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	4
Scope of the Study . . . . .	5
Justification . . . . .	5
Overview of the Research Methods . . . . .	7
Data Collection and Analysis . . . . .	8
Organization of the Study . . . . .	9
II REVIEW OF THE LITERATURE . . . . .	10
An Overview of the Philosophy of the Community College . . . . .	11
Program Development in the Community College . . . . .	13
Historical Background of Women's Education in the United States . . . . .	19
Women's Rights and the Federal Government's Role . . . . .	21
Factors Leading to the Development of Women's Programming . . . . .	26
State Leadership and Coordination in the Community College . . . . .	31
Summary . . . . .	36
III METHODOLOGY . . . . .	38
Data Collection . . . . .	38
Population . . . . .	39
Data Analysis . . . . .	39
Selection of the Expert Jury . . . . .	40

IV	RESULTS OF THE STUDY . . . . .	42
	Findings from the Questionnaire . . . . .	42
	Question 1 . . . . .	45
	Question 2 . . . . .	55
	Question 3 . . . . .	63
	Guidelines for Developing Women's Programs in the Community College . . . . .	82
	Guidelines for Developing Women's Programs in the Community College Through State Agencies . .	86
	Response to the Guidelines from the Expert Jury .	92
	Summary . . . . .	94
V	SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS . . . . .	96
	Summary . . . . .	96
	Need for the Study . . . . .	96
	Statement of the Problem . . . . .	96
	The Method of the Study . . . . .	97
	Conclusions . . . . .	98
	Implications . . . . .	99
	Recommendations . . . . .	102
	REFERENCES . . . . .	103
	APPENDICES	
	A TITLE IX REGULATIONS . . . . .	110
	B WOMEN'S PROGRAMS IN COMMUNITY COLLEGES . . . . .	115
	C QUESTIONNAIRE . . . . .	121
	D COMMUNITY COLLEGE MISSION BY STATE LAWS . . . . .	124
	E PERSONS RESPONSIBLE FOR STATE FINANCIAL REPORTS .	125
	F LETTERS TO EXPERT JURY . . . . .	128
	BIOGRAPHICAL SKETCH . . . . .	133

# LIST OF TABLES

<u>Table</u>		<u>Page</u>
4-1	States From Which No Data Were Reported . . .	43
4-2	Listing of Each State's Position Regarding Programs and/or Services to Women . . .	57
4-3	Sources of Funding for Women's Programs . . .	66
4-4	Listing of Carl D. Perkins Allocations for Public Community Colleges for the Fiscal Year 1989-90 in Addition to Each State's Position Regarding Women's Programs. . . . .	67
4-5	Calculated Per Student Expenditure by Community Colleges from Carl D. Perkins Allocations. . . . .	70
4-6	Listing of State Agreement to Women's Programs As Related to State Law and the Philosophical Commitment of the Community College . . . . .	84
4-7	Services Provided for Women's Programs as Reported from State Directors . . . . .	88

Abstract of Dissertation Presented to the Graduate School  
of the University of Florida in Partial Fulfillment of the  
Requirements for the Degree of Doctor of Education

AN ANALYSIS OF THE STATE LEVEL COMMUNITY COLLEGE AGENCIES'  
ROLE IN COORDINATING EDUCATIONAL OPPORTUNITIES  
FOR WOMEN

By

EDYTHE JACQUES SMITH

December, 1991

Chairperson: James L. Wattenbarger  
Major Department: Educational Leadership

The community college has a philosophical commitment to serve the public in accordance with educational needs that have been identified in the community. Because of the special problems that women have encountered upon entering college, activities have focused upon the needs of women since the early 1970s. Women's programs have developed, however, without clear purposes and generally accepted goals from the state level. The purpose of this study was to determine how state agencies responsible for coordinating and/or controlling community colleges implement programs that provide educational opportunities for women.

The investigation was carried out in three steps. In step one, the researcher reviewed and summarized the literature on the philosophical commitment of the community



college, program development in the community college, and the responsibility of state level leadership in community colleges. In step two, the researcher developed a questionnaire that was mailed to the 49 state level agencies responsible for coordinating and/or controlling community college programs (South Dakota has no public community colleges). In step three, the data from the questionnaire were analyzed and summarized.

Forty-six state agencies responded to the questionnaire. Eighteen states, or 39%, reported programs and/or services to implement, establish, and/or maintain women's programs in community colleges. Therefore, it was concluded that less than half of the responding state agencies demonstrated support for women's programs.

Based on the descriptive data reported in the questionnaire, a set of guidelines that might be used for establishing and implementing women's programs was developed. An expert jury of persons who had experience in the areas of women's programs, higher education, and/or state level agencies for community colleges reviewed these guidelines and rated their feasibility. These guidelines are offered to state agency directors to provide assistance in establishing women's programs in the future.

## CHAPTER I INTRODUCTION

Women in all 50 states of all ages who are single, married, widowed, or divorced work outside their homes for pay. The jobs traditionally held by women can be classified into three fields: "pink" collar, white collar, and blue collar. Kirby (1981) described the "pink" collar field as waitressing, beauty culture, and retail sales; white collar workers were described as secretaries and other office staff; factory workers were the blue collar employees that Kirby said "complete the patriotic spectrum of women workers: pink, white, and blue--dull and dead-ended" (p. 43).

In the United States a college education theoretically can be looked upon as power: power to achieve, to progress, and to succeed. All Americans, however, have not been awarded equal access to a postsecondary education. Women, in particular, have been denied legal access to higher education on many occasions, from the time Harvard University was opened to students in 1636 until Title IX of the Education Amendments Act was passed in 1972.

Women's entry into higher education has been associated with social and economic factors that have shaped life in

America. Solomon (1985) listed three factors in society that have released women from previously expected societal roles: (a) the impact of industrialization, (b) the significant decline in the fertility rate, and (c) the introduction of formal education for children. She further believed that education for women evoked opposition because it gave them an identity outside the family.

Lewis (1988) reported additional factors that added to the tremendous influx of women into higher education. She included

the human potential movement, changing demographic profiles, inflation, advanced technology, divorce, and growth in the number of one-parent and dual-career households have prompted participation by women who had previously deferred career preparation, college, or continuing education. In addition, women's development of political consciousness, greater self-awareness, and need to be self-supporting are other factors that have affected women's life patterns and spurred women's participation in education and work. (p. 1)

Theoretically, the goal of the community college is to serve all people. Gleazer (1967) stated that the philosophy of the community college is based on the belief that all those who can benefit from higher education must be accommodated and provided with "study and training appropriate to their needs, interests, abilities, and aspirations" (p. 3). Merson (1971) wrote that the mission of the community college had two specific segments: (a) to afford everyone the opportunity to attend college and (b) to design and provide programs that will result in the betterment of the community. Tillery and Deegan (1985)

stated that during the 1970s and 1980s a major mission of the community college was to seek, recruit, enroll, and retain as many students as possible. They wrote that the open door concept "was influenced by a major shift in social values--the belief that students had the right to fail. Thus the doors were open not just to colleges as opportunities for achievement but also to courses and programs for which students might not yet be qualified" (p. 19). Roueche, Baker, and Rose (1989) said that the institution most responsive to changing local educational needs has been the community college.

During the 1970s, large numbers of women looked to the community college to gain the skills needed to qualify for higher paying jobs previously unavailable to them (Eliason, 1981; Merson, 1971). Although women turned to the community college for economic advancement, they were not always prepared to succeed in postsecondary education.

Because of the special problems that some women encountered upon entering college, a new era of special service programming began in the 1970s on 2-year community college campuses--women's programming (Eliason, 1981). Women's programming refers to any workshop, seminar, or course designed specifically for women to improve their personal, social, and/or economic status. Eliason described the three main themes of women's programming:

1. Meeting economic needs, including development of skills and preparation of credentials.
2. Lifestyle change.
3. New consciousness due to the feminist movement.

There is an abundance of literature in the area of women's programs in the community colleges. However, the reported research was based on the efforts of individual community colleges whose programs are as diverse as their campuses; the result was, then, a collection of widely differing reports.

The theoretical basis for community college operation includes a commitment to provide for the diversity of the total population. An investigation of how women's programs have developed since their beginnings in the early 1970s should provide new insights into what state level administrators are doing to ensure their continued growth. Further research may also offer the opportunity to establish women's programs to administrators in states that have not done this before.

#### Statement of the Problem

The purpose of this study was to determine how state agencies responsible for coordinating and/or controlling community colleges implement programs that provide educational opportunities for women. Once the data were collected and analyzed, a set of guidelines that would

assist state agencies in encouraging the development of women's programs in community colleges were developed.

#### Scope of the Study

The study was limited to the state agencies which are responsible for coordinating and/or controlling community colleges in the 49 states that have one or more public community colleges.

#### Justification

Of all the forms of discrimination in American life, none remains more pervasive than that directed against women (Hawkins, 1975). Women are becoming aware of the restrictions of some institutions and are pressing for their right to choose the type of education that is best suited to their needs.

Because of legislation passed during the 1960s and 1970s (Title IX of the Education Amendments Act of 1972 in particular), education barriers to fair and equal treatment for women are illegal. However, for some women a formal education beyond the high school years remains an elusive goal (Caughman, 1979). Cross (1974) wrote that some women are denied the freedom to choose by (a) institutional practice, (b) social pressure that defines proper behavior for women, and (c) self-conditioning and attitudes regarding women's roles.

Most women still continue to work in the traditionally "female" occupations: sales, service, allied health, or

clerical work--positions that are shunned by men (Caughman, 1979). Aside from being illegal, it is unhealthy for the economy of the country to continue to discriminate against women. Allain (1981) wrote that by the year 2000, more than 50 percent of the labor market in the United States will be female. In addition to Allain's research, a report released by the Ford Foundation listed women and minorities as being vital to the workforce of the future ("Panel blasts tests," 1990). If these data are accurate, then it seems reasonable to suggest that women should be better prepared to fill these projected roles.

The struggle for women's education is not modern in scope nor have women fought alone. At the end of the 19th century, it was not an uncommon belief that educated women made better wives and mothers (Faragher & Howe, 1988). During that time Gasson (whose work was edited by Oates in 1987) attempted to describe the advantages of educated women by asking the following questions:

Is the unintelligent, untrained woman a better mother than the educated woman? Is the woman who rules her children by caprice without regard to system, to reason or to self-control, a more efficient trainer than the woman who knows the leading principles of life, its awful sanctity, its deep responsibility, and the fundamental laws that govern our religious character? If a woman is to train brave and intelligent children, she herself must be brave and intelligent, if a woman is to educate scholarly citizens, she herself must possess these qualities in perfect development.  
(p. 59)

Alexander (1986) contended that the children of educated persons benefit from their parents' transfer of knowledge.

Schultz (1981) demonstrated the acquired abilities for people through education, health skills, and experience are basic in attaining economic progress.

Institutions of higher education could remedy the injustices of the past in regard to educating women by (a) maintaining existing programs designed to fit the special needs of women and (b) developing programs for women to encourage their attendance.

The findings of this study offer new information on the status of women's programming since such programs were begun in the early 1970s. The results also encourage state leaders to develop women's programming in community colleges nationwide. Finally, the study provides guidelines to state community college agencies who are constantly faced with fiscal decisions involving women's programs.

#### Overview of the Research Methods

The project began with a review of the relevant literature relating to the philosophical commitment of the community college, program development in the community college, state level leadership in community colleges, and the education of women in higher education in the United States. From this body of information the researcher (a) acquired an overview of the historical evolution of education for women in higher education, (b) identified related federal laws and the implications for women in higher education, (c) gained knowledge of problems related



to women who attend community colleges, (d) recognized how these programs fit into the philosophical commitment of the community college as authorized by state statutes, and (e) identified the problems of state agencies as related to women's programs.

#### Data Collection and Analysis

To collect the data the researcher developed a questionnaire, that was mailed to each state level agency with responsibility for community colleges (See Appendix C). The questionnaire requested information about (a) the nature of the services each office provided to implement, establish and/or maintain women's programs in the community colleges in that state, (b) how these services are funded, and (c) how these services comply with the philosophical commitment of the community college in that state. Telephone calls were made to clarify returned data and/or to follow up delayed responses. The data collected from the questionnaires were analyzed and summarized.

Based on the descriptive data reported in the questionnaire a set of guidelines that could be used for establishing and implementing women's programs was developed. An expert jury of five persons who have experience in the area of women's programs, higher education, and/or state level agencies for community colleges reviewed these guidelines and rated their feasibility.

### Organization of the Study

This study is reported in five chapters. Chapter I described the study, including the statement of the problem the justification, and an overview of the methodology. Chapter II contains a review of the literature relevant to the study. Chapter III describes the methodology used in the study. The data generated by this research are presented in Chapter IV. In Chapter V the results of the study are summarized and recommendations are presented.

## CHAPTER II REVIEW OF THE LITERATURE

### Introduction

The increase in the divorce rate in the United States has forced women to confront and deal with the eroded notion of lifelong security through marriage. Gray (1975) stated that even when marriages appear secure, women are no longer willing to rely on their husbands for support and often seek a stable means of becoming self-sufficient through a formal education. This route is not always an easy one.

According to various studies published during the 1970s, access to higher education is easier for men than for women, and the handicaps to women continue to grow. Women from poor families, for example, receive less family support (both financial and emotional) than their brothers (Cross, 1974). According to Moore (1975), mothers are afraid that their daughters will choose "antisocial" careers such as law or "unfeminine" careers such as physical education. In the case of women from more economically secure families, a lack of willingness by parents to finance their daughter's postsecondary education is a barrier to women (Moore, 1975).

More recent literature demonstrates that these attitudes have not changed. Fathers reason that the expense

of college is unnecessary for a daughter who may get married or who can be self-supporting without additional education or postsecondary training (Mendelsohn, 1986). Family responsibilities, coupled with the fact that women have less academic self-confidence than men, increase the barriers that deter women from college (Lewis, 1988; & Mendelsohn, 1986). These barriers and subjects related to them are the focus of this literature review.

#### An Overview of the Philosophy of the Community College

Traditionally, community colleges have expressed a philosophical commitment to remove the barriers to education that any person may encounter. Community college leaders go into the community to assess the public's needs so that they can (a) determine the educational needs of the people, (b) analyze those needs, and (c) build an educational program around those needs (Bogue, 1950). More than 30 years ago Johnson (1956) wrote that "the junior college represents more than a promise for the future. It is a vital present-day reality, a rigorous institution" (p. 5).

Johnson's words are still relevant today. Those students who have not experienced success in their pre-college days may find success in the community college. The open door admission policy establishes the need for compensatory or remedial programs (Koltai & Thurston, 1971). The community college has expanded a limited purpose as an institution offering two years of lower division

undergraduate work that Koos (1925) stated was "acceptable to colleges and universities" (p. 19) to a much broader curriculum encompassing an assortment of educational, cultural, and community needs (Bushnell, 1973; Deegan & Tillery, 1985; Evans & Naegley, 1973; Ogilvie & Raines, 1971). The mission of one type of community college, the comprehensive, is defined by Cohen and Brawer (1982) as follows:

1. career education, which is preparing students for occupations;
2. compensatory education, which is enhancing literacy through remedial studies;
3. community education, which is reaching out with extended services;
4. collegiate function, which is new directions for liberal arts;
5. general education, which is developing an integrated curriculum.

There is much research available on the ever-changing needs of the community college student. This research coincides with the philosophy of the community college which includes a commitment to meet these changing needs. Gleazer (1980) explained that "community colleges, because of characteristics that have developed thus far, are in an advantageous position to build further on what are appropriate structures and to be in the vanguard of

necessary change in policies, institutional forms, and citizen attitudes" (p. 67). Agreeing with Gleazer, Kerr (1985) wrote that "the greatest attribute of the community colleges is their quick adaptability to what the public wants" (p. x).

Community colleges are available to everyone, attracting minorities, women, low achievers, and those who might never have considered higher education (Cohen & Brawer, 1989). These institutions have led the way in responding to changing local educational needs (Roueche, Baker, & Rose, 1989). Since its inception in the early 1900s, community college leaders have been committed to developing programs that might prove beneficial to the public. The people of this nation are in need of institutions such as the community college that recognize the dignity of the individual and the interests of the community (Commission on the Future of Community Colleges, 1988).

#### Program Development in the Community College

Leaders in community colleges should proceed judiciously before making changes in the institution's curriculum. According to Fullen (1982), the need for educational change is not obvious and must be evaluated in terms of specific objectives and intended outcomes. When considering any change in curriculum the chief academic officer in a public community college must (a) devise steps

to evaluate and improve the programs of instruction, (b) outline the data needed, (c) list procedures used to accomplish the task and (d) conduct a survey of community needs. Program development should consider mission, assessment, objectives, and implementation.

### Mission

An institutional Board of Trustees is authorized by law to act as an agent for the taxpayers in public institutions in each state. One of the most important duties of a board is defining the role and mission of the postsecondary institution under its control (Potter, 1979). The current mission statement should both reflect reality and be explicit enough so that different campus administrators can interpret institutional mission in the same manner as they go about the business of making daily decisions (Caruthers & Lott, 1981). Caruthers and Lott (1981) along with Gaff (1983) and Splete (1987) believed that a clear understanding of an institution's mission provides a starting point for those responsible for curriculum change.

Before any changes in curriculum take place, the persons involved in the process of evaluation should identify and/or describe the mission of the institution. Gaff (1983) gave an example of a curriculum committee that worked for years on a proposal. The proposal was rejected by the faculty in part because of differing definitions on whether the institution was a small university or a large

college. Years of time and energy could have been saved if the mission had been clarified at the onset of the evaluation.

Gaff (1983) also reported that a clear understanding of the mission can be facilitated by defining the environment. The environment is made up of people (students, faculty, administrators, and staff), buildings, equipment and grounds, and a social and psychological climate (Dressel, 1976). Within the framework of the college's mission the evaluation committee must then identify where they are (assessment) where they want to be (goals and objectives), how they intend to get there (study design), and plans for incorporating changes (implementation). Caruthers and Lott (1981) believe this process can best be achieved within the framework of a mission review.

#### Assessment

The best way to assess the value of the present curriculum is through a carefully planned self-study. The self-study is a complete analysis of the educational resources and effectiveness of a college or university in relation to its mission (Young, Chambers, & Kells, 1983). Kells (1980) states that in order to be useful, the self-study process must be planned, organized, directed, and studied.



### Objectives

After the self study is accomplished, any existing deficiencies within the curriculum should be identified and defined (Kast & Rosenzweig, 1985). This information should generate the objectives to be used as a guide to improve the curriculum.

This step in the evaluation process is often met with resistance from faculty (Dressel, 1976). This reluctance to change may be explained by the different values and philosophies among faculty members across disciplines (and sometimes within the same discipline). Another factor in the faculty's negative attitude may be a general misunderstanding of the purpose of evaluation. Christal and Jones (1985) and Anderson, Ball, and Murphy (1975) define the evaluation process as a means to (a) assess and enhance the quality of educational programs and (b) promote improvement in these programs.

Regardless of these differences, a thorough study of the current curriculum should be conducted. The objectives should encompass the following areas:

1. students--age, race, sex, part-time or full-time status, classification (freshman, sophomore, other),
2. faculty--full-time, part-time, degrees held by full-time faculty,
3. curriculum--degrees offered, types of

- programs offered (occupational/technical, transfer, general education, developmental, special programs),
4. administration,
  5. finance,
  6. facilities, and
  7. the community--demographics, economic trends.

This type of study, reasons Gaff (1983), acts as a guide to facilitate the faculty's decision as to what changes are actually needed.

#### Implementation

Change is a process, not an event (Lippitt, 1958). Enough time should be allotted so that implemented changes can gradually become part of the existing program of the institution. Martorana and Kuhns (1975) believe that a smooth transition is possible only if the persons involved are willing to cooperate. They support these beliefs with the following statement: "The evidence from higher education indicates that participant involvement, rather than power coercion, is typical of academic innovation; the evidence also seems to indicate that the more participant involvement, the more successful the adoption of the innovation" (p. 165). Once the faculty and staff have made a commitment to participate, power figures should be included to insure that implemented changes are sustained (Dressel, 1976; Lippitt, 1958; Martorana & Kuhns, 1975).

In reference to curriculum improvement, Dressel (1976) pointed to the need for output evaluation. Output evaluation determines the degree of success at the end of a project in relation to stated objectives. In addition, output evaluation (also referred to as formative evaluation) is helpful in providing feedback, developing alternatives and initiating improvements (Dressel, 1976; Guba & Lincoln, 1981; Herriott & Gross, 1979; Tuckman, 1979). Dressel described the following steps which make up the components of output evaluation:

1. Identification between intended objectives and actual attainment. In this first step, the success of the evaluation is discussed. The committee reviews the objectives and lists those which have been accomplished.
2. Identification of unintended results (good and/or bad) and reasons as to the possible causes. Unexpected outcomes are discussed in order to clarify objectives and procedures. Procedures are then revised, as needed, to maintain the positive results achieved and minimize the negative results.
3. Dissemination of data and input of any changes to replace previous decisions. At this point, the committee is concerned with making revisions to the original objectives

based on the information produced in #2.

4. Provision for quality control to assure that the program can attain unmet objectives. Follow-up activities are then established to continue working toward reaching objectives or to develop different procedures to insure attainment of goals.
5. Provisions of basic information and input for either continuing or terminating the program. This step involves further discussion by faculty and administration based on the results of the initial evaluation.

This final step in the evaluating process provides some assurance that the time, effort, work, and money invested in the evaluation are not wasted.

#### Historical Background of Women's Education in the United States

Higher education in this country began in 1636 with the establishment of Harvard University whose purpose, according to Rudolph, (1962) was to prepare the "schoolmaster, the rulers, the cultured ornaments of society--the men who would spell the difference between civilization and barbarism" (p. 6). Although girls for the most part were excluded from any type of formal education, there were exceptions to the rule. Girls were allowed to attend what was called the dame school in the New England and Middle colonies where they learned basic reading, writing, recitation of the Lord's Prayer, and

how to display courtesy to their elders (Willard, Beecher, & Lyon, 1931).

After the Revolutionary War, necessity freed the American people from many traditions, beliefs, and practices. Solomon (1985) wrote that Benjamin Rush, a Philadelphia physician, maintained that the education of women was critical to the well-being of the new nation, with emphasis on mother's responsibilities for the early instruction of the children. Solomon added that although Thomas Jefferson opposed education for women, his daughter received a more rigorous education than that given to most females of that time, insuring that should her husband prove inadequate, she would be able to head a family of her own.

In the late 1700s, academies for girls were established throughout the colonies (Willard et al. 1931). These "female seminaries" set a precedent for the education of women. Although they were considered a plus for the education of girls, the schools were usually expensive, a fact that excluded the poorer segment of the female population. It was 50 years before the country accepted higher education for women.

The first institution of higher education for women, the Georgia Female College at Macon, was chartered in 1836 and began classes in 1839. Rudolph (1962) reported that the next year four female freshmen were enrolled at Oberlin College (a traditionally all-male institution) and were

offered, in addition to a special "Ladies Course," the traditional undergraduate courses which resulted in a diploma. This practice was not the norm, however. Under the leadership of Catherine Beecher, The American Women's Education Association was formed in 1852 to improve the standards in women's colleges by placing some direction into the women's college movement (Rudolph, 1962).

From the beginning of the Civil War to the end of World War I, three critical forces contributed to women's advance into higher education: the "push" toward public education on all levels; the impact of the Civil War and Reconstruction; and expansion of university education (Solomon, 1985). Various women's colleges were established in the years following Reconstruction including Vassar in 1860, followed by Smith and Wellesley in 1875 (Rudolph, 1962). Regardless of the hardships for individuals, prior to the 20th century women continued to strive for their academic rights. Their belief in themselves and determination created collegiate patterns for future generations (Solomon, 1985).

#### Women's Rights and the Federal Government's Role

By the beginning of the 20th century the federal government became involved with the issue of equity for women. Aquila (1981) described the legislation that led toward women's equity in education. The Classification Act of 1923 equalized pay for federal employees. This was

followed by the formation of the Commission on the Status of Women in 1961, which preceded Executive Order 10980 prohibiting discrimination in the hiring and promotion of women within the federal bureaucracy. The Equal Pay Act of 1963 and the landmark Title VII of the Civil Rights Act of 1964 strengthened the cause of women's rights. Executive Order 11246 provided the groundwork for the Women's Equity Action League's demand for federal action to eliminate sex bias in educational institutions. By 1974, a Task Force on Women's Rights and Responsibilities was formed. The groundwork was laid for legalizing equality in education.

Aquila (1981) noted that the issue of sex discrimination gained legitimacy not only among educators but also among educational researchers whose empirical data supported the charges of sex discrimination. Congress passed the Women's Educational Equity Act (WEEA) of 1978, which provided strong support for Title IX of the Education Amendments Act of 1972. Thus, the community colleges (as a result of the open admissions policy) became a viable option to women, rich or poor, to consider higher education (Solomon, 1985). From this point, the doors of those institutions of postsecondary education which were receiving federal funding were legally opened.

The implications of Title IX for the education of women were significant in that it was the first comprehensive federal law to prohibit sex discrimination in the admission

and treatment of students by education institutions receiving federal financial assistance (U. S Department of Health, Education, and Welfare (HEW), 1977). According to HEW (1977), the intent of the law is to eliminate sex discrimination in the programs, policies and administration of educational institutions by education institutions receiving federal financial assistance. Shapiro, Kramer, and Humerberg (1981) pointed out that Title IX of the Education Amendments Act of 1972 mandates that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance" (p. 139).

The regulations for Title IX can be categorized into five areas: (a) general provisions which outline the general procedures required for ensuring nondiscrimination and compliance with the regulation; (b) coverage provisions which identifies the education institutions, programs, and activities covered by the regulation; (c) admission provisions which specify prohibitions of discrimination in the recruitment and admissions of students; (d) provisions pertaining to the treatment of students in educational programs and activities which define the standards of nondiscrimination in students programs; and (e) employment provision which establish the requirements for nondiscrimination in employment (U. S. Department of



Health, Education, and Welfare, 1977). A description of each category is listed in the Sourcebook of Equal Educational Opportunity (1979) and can be found in Appendix A.

The Carl D. Perkins Vocational Education Act of 1984 (PL 98-524) was instrumental in helping to finance women's programs. Its history can be traced to the Vocational Education Act of 1963. The U. S. Department of Health, Education, and Welfare (1965) reported that the Act was passed because of the accumulating evidence that the old federal program of assistance to vocational education, the one begun by the Smith-Hughes Act of 1917 (which, according to Chambers (1968) concentrated on aid for the training of educators in the fields of agriculture and home economics), was too narrow in scope, too rigid in its objectives, and poorly financed to meet the needs of citizens during that time. The Perkins Act is more comprehensive than previous vocational education acts in that it addressed the needs of a variety of groups that were not previously addressed including women, the handicapped, and the socially and economically disadvantaged.

According to Gaylord-Ross (1988) the law states

Fifty-seven percent of the funds received by states from the federal government must be allocated for vocational programs and support services that serve an array of special groups . . . which include adults in need of retraining, single parents, displaced homemakers, and students enrolled in programs leading to nontraditional careers based on their sex. (p.13)

Ratzlaff (1986) reported the Carl D. Perkins Vocational Education Act of 1984 (PL 98-524) under Section 202 mandates that:

From the portion of the allotment of each state available for each fiscal year--

1. 10 percent of the funds available for this title shall be available for handicapped individuals;
2. 22 percent of such funds shall be available for disadvantaged individuals;
3. 12 percent of such funds shall be available for adults who are in need of training and retraining;
4. 8.5 percent of such funds shall be available for individuals who are single parents and homemakers;
5. 3.5 percent of such funds shall be available for individuals who are participants in programs designed to eliminate sex bias and stereotyping in vocational education; and
6. 1 percent of such funds shall be made available for criminal offenders who are in correctional institutions. (pp. 348-349)

Title IX of the Education Amendments Act of 1972 and the Carl D. Perkins Vocational Education Act of 1984 are comprehensive, but they were not a guarantee of change. McLean (1988) wrote that "change for change's sake will not inevitably improve the lot of those who are devalued" (p.

3). HEW (1979) reported the following:

If the necessary change is to occur, educators must move beyond paper compliance and problem awareness in order to develop the skills and competencies required for problem solution. Educators, like all other human beings, need support and direction if they are to translate legislative or administrative mandates for change into the actual delivery of

nondiscriminatory and sex equitable services. (p. 1)

Factors Leading to the Development of Women's Programming

Women delay going to college for various reasons.

Eliason (1981) reported financial aid was the major factor contributing to women not going to college. She wrote that financial obligations from a previous marriage and/or low income may require that a woman work even if the education she is pursuing improves her financial status. Lack of or poor counseling services were other factors reported among the reasons women do not attend college. Because of this, many postsecondary institutions are presently in the process of redefining the role of the counselor-educator (Eliason, 1981). Eliason further noted that as the counselor-educator becomes more knowledgeable, she or he will be able to dispel the myths that prevail about women in higher education.

Another factor influencing women's attendance in college is sex discrimination in nontraditional occupations. Coupled with this are discriminatory recruiting practices and tokenism, all of which serve to exclude women (Kirby, 1981). Kirby further suggested that leaders in community colleges can aid in eliminating these attitudes by helping to promote awareness and planning strategies to combat negative practices. A final factor contributing to women not going to college is the phenomenon of learned helplessness that is often experienced by women who have been recently divorced or widowed. Wood (1988) defined

learned helplessness "not as the reality of finding oneself in a situation over which there is no control. Rather it is the belief, the expectation, that one can not control relevant events" (pp. 4-5).

In the 1970s, after Title IX was passed and implemented, the leaders of the nation's institutions of higher education helped to raise levels of awareness in the area of women's education (Walsh, 1979). Special programs for the re-entry woman can now be found in both 2-year and 4-year institutions, but the more comprehensive programs are in the community/junior colleges. Gray (1975) noted that without the 2-year college "the historic influx over the past decade of mature women to college classrooms would not have occurred" (p. 66).

The following are examples of programs designed by community colleges with the special needs of women in mind.

1. Female Access to Careers in Engineering Technology (FACET) was developed at Trident Technical College in 1976 to increase the number of women in engineering technology (Caughman, 1979).
2. The HORIZON project at Seminole Junior College (Seminole, Oklahoma) is designed to decrease female students' anxiety about mathematics and to increase their mathematical skills. Since women limit career possibilities by avoiding mathematics, the efforts of the HORIZON project

will be directed at encouraging women to pursue the study of math courses and to select careers in those fields.

The desired outcome of the program is a positive attitude change in the female student population and higher scores on standardized tests. (U. S. Department of Education, 1977).

3. Women's Education Development Incentive (WENDI) was implemented in 1974 at Brevard Community College in Florida. The purpose of the program was to serve as a transition course for re-entry women so that they could identify and clarify goals for training before entering the world of work (King & Elledge-Heimer, 1979).
4. The leaders of Enterprise State Junior College in conjunction with the community developed The Women's Program whose objectives were to (a) learn more about the women of the community and (b) provide support for women who were interested in realizing their full potential (Woodie & Bauer, 1979).
5. New VIEW (New Vocational Internship Education for Women) at Foothill-DeAnza Community College is another program patterned along the same objectives as WENDI where the participants receive a 1-year paid internship in technical fields, take

academic courses related to personal career goals, and participate in individual and group counseling, testing, and evaluation activities (Drierlenga, 1981).

6. The Women in Technology program at Corning Community College in New York addresses three areas affecting women in higher education, including (a) the stereotyping that discourages women from nontraditional occupations in technical fields, (b) sexist attitudes and instructional materials, and (c) support services in male-dominated classrooms (Palmer, 1986).

A more detailed account of two exemplary women's programs can be found in Appendix B.

Community colleges across the country are making serious efforts to respond to the needs of women (Walsh, 1979). Eliason (1981) stated that if women's programs are to be successful in the future certain components must be present. First, institutional commitment is needed in terms of personnel, facilities, and finances. Second, an active, community-based advisory committee is needed. Third, it will be necessary to be creative in the area of external financing and multifaceted programming addressing varying populations.

Eliason (1981) predicted that funding for these programs would come from many different sources: Title I, The Higher Education Act; state and federal vocational education; Title XX Social Security Act; Title IV, Older American Act; and resources for continuing education from individual campuses.

Dr. Ann Bromley, Director of Women's Programs at Santa Fe Community College located in Gainesville, Florida, reported that the resources for the various programs designed for women on the Santa Fe Community College campus are obtained through federal grants (personal communication, April 10, 1989). Dr. Muriel Kay Heimer, president of Lake City Community College located in Lake City, Florida, believes that in order for women's programming to receive adequate funding to survive on the community college campus, administrators must broaden their scope to encompass the entire family, not just women (personal communication, April 20, 1989).

The community college has a tradition of serving all those who want to learn. Because of this commitment, leaders in community colleges across the nation are making a concerted effort to be responsive to the needs of women. However, local support is not enough. Programs for women across the country can only be strengthened if state agencies that coordinate and/or control community colleges

adopt policies, mandate procedures, and devise regulations to insure their continued growth.

#### State Leadership and Coordination in the Community College

In the last 40 years governance in the community college has developed in several stages. Alfred and Smydra (1985) divide these stages into three parts: search for legitimacy (1950-1960), unregulated institutional growth (1960-1975), and selective growth and redefinition (1975-1984).

In the first stage, search for legitimacy, the community college strived for what it believed to be its rightful place among institutions of higher education. The decision-making power lay in the hands of a locally elected board of trustees. Presidents implemented the policies decided upon by the trustees and depended upon the informal "campus grapevine" to convey the results. Even though boards of trustees and administrators were able to govern successfully with no apparent conflict, issues of financing, compliance with state laws, and faculty morale were present.

Unregulated institutional growth is the second stage in the evolution of governance in the community college. In this stage, the community college president remained in power and depended on assorted subordinates to convey campus policy. This authoritarian style of leadership resulted in the beginnings of conflict between faculty and administrators concerning their roles in decision-making.



Mistakes were tolerated due to the pressures of rapid growth which did not allow for proper evaluation. The acceptance of this "trial and error" style of management created administrators who exercised great power and who became accustomed to autonomy.

The community colleges president's role in the third stage of evolution, selective growth and redefinition, changed. Because the emphasis shifted from growth to stabilization and discerning distribution of resources to achieve institutional goals, the authority for decision-making extended to state level personnel as well as local personnel. Legislative committees, coordinating boards, legislators, and the executive agencies of government became sources of authority for higher education. State agencies became increasingly active and responsible.

The mounting array of rules and regulations from the state often dampened the initiative and creativity of the faculty. These new restrictions pressured both faculty and administrators to spend more time protecting their rights at the state capital at a time when local ties were also being strengthened. Obviously, the relationship was strained between those responsible for the institution at the local level and those responsible for systems of institutions, the state agencies.

### The Purpose of State Agencies

The defined responsibilities of state higher education agencies vary from state to state. However, the Education Commission of the States (1986) lists the following similar functions including "planning, budget review and recommendation that relate resource allocation to state program and policy objectives, program evaluation and, ... development of policy recommendations for adequate provision of postsecondary opportunities to the citizens" (p. 373).

In the area of women's programming the Education Commission offers the following recommendations to insure effective performance in the areas mentioned above.

#### A. Planning

In planning, the special needs of women need consideration. This special group of students will play a larger role in higher education than in previous years. Planning should provide for the coordination and mutual reinforcement among institutional activities and efforts to meet the needs of such students, including reallocation of scarce dollars when necessary.

#### B. Evaluation and Appraisal

To insure quality, states should review the role and mission of higher education. States should also review new and existing programs based on objectives.

#### C. Program Review

Program review can help state and local level

administrators to keep postsecondary education vital by encouraging curtailment or closure of programs that no longer serve student needs and by facilitating the development of needed new programs. Effective program review must involve both the state higher education agencies and the institution. It should also be clearly related to institutional mission.

State agencies responsible for community colleges are complex entities. The intricacies of state level agencies as described in the literature coupled with the inherent power of the position as previously discussed, signal a decrease in power at the local level. Leaders in community colleges are predicting more of the same in the future.

#### The Future of State Agencies and Coordinating Boards

Fluctuating enrollments, dwindling funds, inflation, demands for accountability, and increased political involvement are but a few of the many changes that have occurred in the past decade that have affected the community college. According to Alfred and Smydra (1985) the state coordinating boards will play an influential role in relation to the governor and the legislature in community college governance. They further stated that state boards will (a) make recommendations on allocations for community colleges, (b) determine enrollment levels and faculty/student ratios, and (c) make decisions for the elimination of specific programs that duplicate.

The trend in state level coordinating is toward hiring staff members who possess analytical skills in demographic projections, finance, and economic forecasting to develop the best possible case for college support (Alfred & Smydra, 1985).

The increasing influence of state level agencies will result in a governance structure that Alfred and Smydra (1985) describe as a "political bureaucratic model devoted to regulation and control" (p. 218). They continue by describing community college governance in the future as a shared decision-making process represented by faculty, trustees and administrators, agencies of state and federal government, and private sector organizations.

More than 15 years ago Wattenbarger (1974) wrote "Power has shifted to the state-level; now leadership in the exercise of that power is needed" (p. 5). Governance in the 1990s will demand a new breed of leader. According to Alfred and Smydra (1985), these individuals will (a) need educational vision that will enable them to interpret community needs and expectations, (b) need to be committed to the students served by the institution, and (c) be capable of working with and through others--faculties, governing boards, community groups, and state government.

The research is replete with reports of issues facing these new leaders. Problems range from serving "new populations" to replacing aging facilities. The Education

Commission of the States (1986) and Alfred and Smydra (1985) list the following concerns for the community college in the future:

1. Increasing complexity in the organizational structure.
2. Aging equipment and facilities.
3. Competition between K-12 and postsecondary institutions in delivering educational programs.
4. Changing relationship between the states and federal government.
5. A fluctuating student population made up of a majority of nontraditional students.

Because of the spiraling power that lies with state level agencies there is an increasing need for their influence in the area of women's programs.

#### Summary

The emphasis on women's programs in education can be compared to affirmative action programs in employment practices. Leaders in the community college are attempting to undo the injustices of the past by offering to women the opportunity to achieve economic success and independence through education.

With increasing power residing at the state level, the community college will be hard pressed to retain its remaining authority at the local level when dealing with the many new challenges in future years. An examination of how

state agencies responsible for coordinating and/or controlling community colleges implement the basic philosophical commitment of the community college in regard to providing educational opportunities to women will provide a sound basis for institutional program development to serve the needs of women.

### CHAPTER III METHODOLOGY

This research used a review of the literature as a basis for a questionnaire survey; a set of guidelines were developed based upon the answers to the questionnaire. The guidelines were tested by a panel of experts and put into final form to complete the study. This research method can be a valuable technique in determining the current situation in a particular educational area and in supporting ways to improve it.

#### Data Collection

Based on the literature reviewed in Chapter 2, the researcher defined the philosophical commitment of the community college and identified guidelines that have been followed for developing and improving programs in general in the community college. From this information, the researcher designed a questionnaire for purposes of determining the current practices in developing programs for women in the United States through state agencies that coordinate and/or control community colleges (See Appendix C).

The questionnaire requested (a) a description of the services the state agency provided to implement, establish and/or maintain women's programs in the community colleges in each state, (b) information on how these services are funded, and

(c) a description of how the state agency complies with the philosophical commitment of community colleges in regard to women's programs. Note: Question #3 on the questionnaire was designed to identify different types of community colleges-comprehensive, occupational, or collegiate (See Appendix D).

In addition, the questionnaire requested the name of the individual who has the greatest amount of information about women's programs in each state. This information was needed to provide an avenue for follow up in order to clarify and/or to question further data that was returned incomplete.

The state directors who delayed more than 30 days in responding to the questionnaire were contacted by telephone. During this interview the researcher (a) briefly explained the reason for the call, (b) answered questions that the state director may have had, (c) obtained verbal answers to questions as they appeared on the mailed questionnaire, and (d) thanked the director for his time. Twelve states were contacted in this manner.

#### Population

The questionnaires were mailed to each of the 49 State Directors of Community Colleges whose name, address, and phone number were listed in the 1990 edition of the American Association of Community and Junior Colleges Yearbook.

#### Data Analysis

The data collected were examined to determine the extent to which state laws, regulations, and stated policies pertaining to



the mission of the community college were in agreement with the services provided for implementing, establishing, and/or maintaining women's programs in the community colleges. The data were also analyzed to determine how these services were funded.

Based on the descriptive data reported in the questionnaires, a set of guidelines that might be used for establishing and implementing women's programs was developed. These guidelines were then sent to a five-member expert jury with an accompanying letter requesting that they rate the feasibility of the guidelines on a scale of 1 to 5, with 5 being the highest (See Appendix F).

#### The Expert Jury

Guidelines for designing women's programs were developed; these were compared to the guidelines for program development as described in the literature reviewed. A set of guidelines were then evolved based on these comparisons and sent to the jury for evaluation. Based on their evaluation the recommended set of guidelines was presented in this study. The five jurors were selected based on their expertise in higher education, community colleges, and/or women's programs.

Juror One was Dr. David Pierce, Chancellor, Virginia Community College System, formerly State Director of Community Colleges in Illinois and recently appointed President of the American Association of Community and Junior Colleges (AACJC).

Juror Two was Ms. Charlotte Gore, Vocational Education Equity Administrator, Florida Department of Education.

Juror Three was Dr. Ann Bromley, Director of Women's Programs and Special Projects, Santa Fe Community College, Gainesville, Florida.

Juror Four was Dr. Muriel Kay Heimer, President, Lake City Community College, Lake City, Florida, formerly director of the Women's Education Development Incentive (WENDI) at Brevard Community College in Florida.

Juror Five was Dr. Barbara J. Argumedo, Higher Education Consultant, Community Colleges Services Unit, Michigan Department of Education.

#### CHAPTER IV QUESTIONNAIRE RESULTS

The purpose of this study was to determine how state agencies responsible for coordinating and/or controlling community colleges implement programs that provide educational opportunities for women.

The results of the study were determined by analyzing information collected from a questionnaire mailed to each state director of community colleges in which he/she was asked to (a) describe services the state office provided to implement, establish, and/or maintain women's programs, (b) state how these services were funded, and (c) describe ways in which his/her state complied with the philosophical mission of the community college as it relates to women's programs. From these analyses guidelines for establishing women's programs in the community college were developed. These guidelines were then sent to a five-member expert jury to determine their feasibility. A final set of guidelines resulted from this process.

##### Findings From the Questionnaire

Only three state directors failed to return the questionnaire, Connecticut, Hawaii, and Montana. As noted in Table 4.1, the three states that did not send data

Table 4-1

States from Which No Data Were Reported

No Data Reported		Fall 1989 Enrollment Public Community Colleges
Connecticut		44,262
Hawaii		22,800
Montana		3,918
3 states total		70,980
Total U. S. enrollment		5,102,948
% of total enrollment		1%

Note: South Dakota has no public community colleges.

Source: American Association of Community and Junior  
Colleges, 1990.

constituted only 1% of the total enrollment in public two-year colleges for 1989.

State laws pertaining to the mission of community colleges were researched for each state. The state laws for 69% of the states responding to the questionnaire describe the community college mission as comprehensive which means that its curriculum encompasses what Cross (1985) refers to as "the five traditional programs of community colleges" (p. 36). (See Chapter II for further explanation of these programs).

Only 15% of the states responding to the questionnaire have laws that mandate occupational education as the focus of their community colleges while states mandating that the focus of their community college system is the collegiate function is even less at 11%. Appendix D has a listing of each state's mission for community colleges as defined by state laws.

The findings from the questionnaire are reported in three parts. First, the states whose mission for community colleges was described as comprehensive by state laws, followed by those states whose mission was described as occupational by state laws, and finally by states that define their community colleges mission as collegiate.

Question 1

What services has your office provided to implement, establish and/or maintain women's programs in the community colleges in your state?

Comprehensive Mission

Alabama. The Department of Postsecondary Education, Division of Instructional and Student Services, provides a state administrative office for women's programs by the State Displaced Homemakers funds and one-half of the federal sex equity funds for state administration as mandated by Section 201g of the Carl D.Perkins Vocational Act of 1984.

The individual responsible for state administration (a) provides leadership in organizing projects (e. g. Displaced Homemakers and Single Parents) at the community college campuses, (b) provides technical assistance on current trends and issues that affect women. This includes publishing brochures on women in education and child care information. (c) plans for professional growth for on-site project directors and provides consultation services between the state and on-site project directors of women's programs on funding, transportation, and any other perceived barriers. and (d) develops issue communications about women and distributes to the project directors and others.

Alaska. The University of Alaska Statewide System reported that the three universities (University of Alaska Anchorage, University of Alaska Southwest, and University of Alaska

Fairbanks) and Prince William Sound Community College are charged with maintaining the mission of community colleges and conducting programs.

Arizona. There are no specific women's programs encouraged at the state level.

Arkansas. There are no women's programs encouraged from the central office.

California. The Chancellor's office includes a gender equity specialist who provides leadership and technical assistance to the 107 community colleges in that state. Technical assistance includes: training on-site program directors in all phases of program administration, collaborating with on-site program directors when necessary, and conducting workshops on women's programs.

Colorado. The Community College and Occupational Education System encourages colleges to provide information on child care and professional consultation to their students through the State Child Care Task Force.

Delaware. No direct services are provided through the President's office. Each campus Vice-President/Campus Director is encouraged to develop programs and approaches to problems faced by women in higher education. In the past a \$17,000 grant was funded to provide scholarships to women throughout the Delaware Tech system.

Florida. The Division of Community Colleges has not participated directly in women's programs in the community

colleges consistent with the belief that such program development is an institutional matter.

Illinois. The Board of Higher Education has implemented guidelines directing each institution to develop plans for underrepresented groups such as minorities and women. Each plan should describe the goals, strategies, and programs, and evaluation activities for improving the participation and achievement of these groups. Information about each program is on file at the offices of the Illinois Board of Higher Education.

Iowa. No programs or services are provided at the state level.

Kentucky. The Community College System has developed a Leadership Academy designed to accomplish three major goals: (a) develop women leaders for a statewide Community College System from the ranks of community college women faculty and staff, (b) Increase the number of women and minorities in leadership roles at all levels..., and (c) develop a model of leadership training and networking for women which can be replicated in other states.

Louisiana. This state does not have an established state agency responsible for community colleges. Responsibility for the four two-year community colleges in the state are divided among the three higher education systems (Board of Trustees for State Colleges and



Universities System, Southern University System, and Louisiana State University System).

Maine. The Technical College System has no specific programs for women.

Maryland. The State Board for Community Colleges has no specific programs for women.

Massachusetts. The Board of Regents provides educational and counseling services to reduce the social, psychological and financial barriers experienced by women which discourage enrollment and program completion. These services involve on-site support services for students as needed.

Michigan. The Community College Services Unit, Higher Education Management Services, Michigan Department of Education provides individual technical assistance upon request to each college that includes setting up files to monitor the academic success of students in the program and resources on how to make the program viable. In addition to these services, the Community College Services Unit host two annual meetings for on-site directors to conduct workshops on women's issues. It also co-sponsors an annual coalition conference involving other governmental agencies serving women (Department of Labor, Department of Social Services). An on-site evaluation of each community college single parent/displaced homemaker program and sex equity program occurs every 5 years.

Minnesota. The Community College System has provided no services specifically for women.

Mississippi. The State Board for Community and Junior Colleges provide no services specifically for women.

Missouri. The Coordinating Board for Higher Education reported no services for women's programs.

Nevada. The University System provides no services for women's programs.

New Jersey. Until this past year the Department of Higher Education funded competitive grant awards to faculty and institutions totaling \$896,000 for gender projects, \$696,000 for multicultural studies projects, and \$770,000 for projects that address both. A total of 93 proposals were funded, averaging \$25,400 and ranging from a few thousand dollars to an institutional grant of \$138,000 for a massive revision of the general education curriculum. Fiscal restraints have halted the grant programs.

New Mexico. No services are provided from the state agency.

New York. The State University of New York provides technical assistance along with information on funding sources.

North Carolina. The Department of Community Colleges employs a person to establish and maintain special women's programs at member institutions of the system. These programs provide training and placement in nontraditional

occupations for women. Evaluations of these programs are conducted annually.

Ohio. No services are provided from the state agency.

Oregon. The Department of Education, Division of Vocational Education organizes, establishes, and implements women's programs to serve single parents/displaced homemakers. It provides technical assistance, networking, evaluation, management training, staff development, and student information system management.

Pennsylvania. Community colleges are largely autonomous and receive very little direction from the Department of Education on such matters. The office has provided no services in the area of women's programs.

Rhode Island. The Community College System offers several programs including: New Careers for Women, a program for women in non-traditional programs; Project SPHERE, for displaced homemakers and single parents; and ECOC, EQUITY IN CAREER OPTIONS AND EDUCATION, a project working with school-age children to promote issues of equity.

Texas. The Coordinating Board for the Community College and Technical Institutes Division offers leadership services through state-level support and coordination to institutions in their individual endeavors to accommodate the needs of women with programs such as "Options" and the STAR Program (Students Training and Retraining).

The Board also provides two half-time coordinators with the following responsibilities:

- coordinate with service providers at each institution in reviewing annual plans on equity activities

- plan/coordinate annual conference for service providers

- provide technical assistance on equity issues by phone and by regularly scheduled visits

- maintain current directory of equity coordinators at each institutions

- function as equity liaison with related associations and agencies

- coordinate equity data collection from service providers

- attend equity workshops throughout the state

Utah. The System of Higher Education has implemented through its five community colleges the "Turning Point" program which is designed for re-entry women. The State Office of Education Sex Equity Committee makes policy and fiscal recommendations for Utah Single Parent or Homemaker Programs.

Virginia. The Community College System offers a certificate program referred to as Career Studies Options. These certificates are usually one year and are designed by the individual colleges. One of the colleges, Dabney S. Lancaster Community College in Clifton Forge, Virginia, does offers a Career Studies Option under the name of Women's Studies.

Ancillary Activities, not considered programs, are offered at three locations.

Dabney S. Lancaster Clifton Forge, VA	Displaced Homemakers Single Parent/Teen Mother Program
Southside Virginia Keysville, VA Alberta, VA	Displaced Homemakers
Lord Fairfax Middletown, VA	Women's Fair

Washington. The State Board office provides leadership in requesting funds from the legislature to support expansion of child care services. Of the 28 million dollars allocated to community colleges, 1 million dollars was reserved for child care.

In addition, the Assistant Director for Student Services at the State Board serves as the liaison to the Women's Programs organization, a statewide group representing the women's coordinators from the 27 community colleges.

Wisconsin. The Board of Vocational/Technical and Adult Education of Wisconsin provides technical assistance for the development and delivery of programs for single parents/homemakers and displaced homemakers at each of the two-year institutions in the state.

Wyoming. Currently, there is only one academic Women's Studies Program which this office, through the Dean of Educational Policy, supported with a positive recommendation

to the Community College Commission. There are several adult reentry and women's centers on campuses.

#### Occupational Mission

Indiana. None. The coordinating agency is a policy, planning body, with no operational authority or responsibility. Our primary function is to review institutional budget requests and submit recommendations regarding these to the legislature.

Kansas. There are no services provided specifically for women.

Nebraska. In 1987-88 the Department of Education received a 1-year WEEA (Women's Educational Equity Grant) with the goal of serving women who had been displaced because of the agricultural crisis by providing access to new non-traditional careers.

Current Perkins grants for Single Parents and Displaced Homemakers serve women primarily but are organized to serve both males and females in areas of preparation in basic skills, self-esteem, job-making skills, exploration of non-traditional careers.

New Hampshire. There are no services provided for women only.

Oklahoma. There are no services provided for women.

Tennessee. The Board of Regents has distributed a Women in Academe initiative which was undertaken by the twenty institutions in the system, twelve of which were

community colleges. Each two-year institution appointed a chairperson and campus committee to make recommendations regarding changes in institutional policy and practice to improve the status of women. The results of these recommendation are still pending.

West Virginia. The State College System has served as a source of encouragement and initial funding source for women's programs on its campuses statewide. The state also offers technical assistance which includes guidance in getting started and regular evaluations.

Collegiate Mission

Georgia. No programs for women only are provided at this time.

Idaho. No services are provided for women.

North Dakota. No services are provided directly. Programs are proposed by each college.

South Carolina. The State Board for Technical and Comprehensive Education has participated in the Women's Educational Equity Act Program and the statewide program entitled, "Women in Technology". Included in the sex equity programs are the Single Parent/Homemakers and Displaced Homemakers projects located in women's centers at various colleges across the state.

Vermont. No services are provided at this time.

Of the 46 states responding to the questionnaire, 18 states, or 39%, reported current state level programs and/or

services to implement, establish, and/or maintain women's programs in the community colleges. Table 4.2 lists each state's position regarding women's programs.

### Question 2

How are these services funded?

#### Comprehensive Mission

Alabama. These services are funded through Requests for Proposals (RFPs) by the federal vocational education setasides for displaced homemakers, sex bias elimination and the state displaced homemaker funds. There are 33 colleges operating projects in Alabama.

Alaska. Not applicable

Arizona. No funding

Arkansas. Not applicable

California. Carl D. Perkins Vocational Education Act, IIA funds to provide services to single parents/displaced homemakers; and funds to overcome sex bias and stereotyping.

Colorado. Funds provided by the State Child Care Task Force.

Delaware. Funded through State Vocational Education grants and/or by funds at individual campuses.

Florida. Categorical funding has not been provided through this office for such programs.

Illinois. Not applicable



Table 4.2

Listing of Each State's Position Regarding Programs and/or Services to Women

	REPORTED PROGRAMS/SERVICES	REPORTED NO PROGRAMS/ SERVICES
ALABAMA	XXX	
ALASKA		XXX
ARIZONA		XXX
ARKANSAS		XXX
CALIFORNIA	XXX	
COLORADO	XXX	
FLORIDA		XXX
GEORGIA		XXX
IDAHO		XXX
ILLINOIS		XXX
INDIANA		XXX
IOWA		XXX
KANSAS		XXX
KENTUCKY	XXX	
LOUISIANA		XXX
MAINE		XXX
MARYLAND		XXX
MASSACHUSETTS	XXX	
MICHIGAN	XXX	

Table 4.2--continued

	REPORTED PROGRAMS/SERVICES	REPORTED NO PROGRAMS/ SERVICES
MINNESOTA		XXX
MISSISSIPPI		XXX
MISSOURI		XXX
NEBRASKA	XXX	
NEVADA		XXX
NEW HAMPSHIRE		XXX
NEW JERSEY		XXX
NEW MEXICO		XXX
NEW YORK	XXX	
NORTH CAROLINA	XXX	
NORTH DAKOTA		XXX
OHIO		XXX
OKLAHOMA		XXX
OREGON	XXX	
PENNSYLVANIA		XXX
RHODE ISLAND	XXX	
SOUTH CAROLINA	XXX	
TENNESSEE	XXX	
TEXAS	XXX	
UTAH	XXX	
VERMONT		XXX
VIRGINIA		XXX

Table 4.2--continued

	REPORTED PROGRAMS/SERVICES	REPORTED NO PROGRAMS/ SERVICES
WASHINGTON	XXX	
WEST VIRGINIA	XXX	
WISCONSIN	XXX	
WYOMING		XXX

Source: Study questionnaire

Iowa. Not applicable

Kentucky. The Community College System is providing the major portion of the funds for the Academy, and the Kellogg Foundation, through the Beacon Colleges awards, is assisting with the funding.

Louisiana. Not applicable

Maine. Not applicable

Maryland. Not applicable

Massachusetts. These programs are funded by the state.

Michigan. Programs are funded by the state.

Minnesota. Not applicable

Mississippi. Not applicable

Missouri. Not applicable

Nevada. Not applicable

New Jersey. State funds provided the monies for these programs until fiscal constraints halted the grant program.

New Mexico. No specific state funding provided.

New York. Funding is provided by the state.

North Carolina. The Carl D. Perkins Vocational Education Act funds these programs.

Ohio. Local programs are funded through Job Training Partnership Act (JTPA) funds, and state funds.

Oregon. Carl D. Perkins Vocational Act funds.

Pennsylvania. Such services if provided would be funded as all other programs, that is, with a combination of tuition/state/local sources.

Rhode Island. Department of Vocational Education

Texas. The equity coordinators are paid with Carl D. Perkins administrative funds. The activities at the institutional level are supported primarily with Perkins funds on a non-match basis. Institutions also allocate local or other funds for these activities.

Utah. Through usual funding source(s) such as federal and state appropriations, institutional/agency discretionary funds, and dues.

Virginia. Not applicable

Washington. Women's programs at the community colleges in Washington generally are supported from a variety of sources: state funds, private support, federal and state grants, and student services and activities fees (a budget which supports activities agreed upon by the students).

Wisconsin. We keep 55% of the Carl D. Perkins Vocational Education Act funds plus the state has funded a displaced homemakers program. Many schools have invested their own funds in a local equity coordinator.

Wyoming. Approximately 75% of Wyoming's community college funds come from the state.

#### Occupational Mission

Indiana. Not applicable

Kansas. None

Nebraska. Carl D. Perkins funding through the Nebraska Department of Education for Single Parent and Displaced Homemakers programs.

New Hampshire. Not applicable

Oklahoma. Not applicable

Tennessee. These programs are funded institutionally..

West Virginia. Perkins funds are used to fund these programs.

#### Collegiate Mission

Georgia. Not applicable

Idaho. Not applicable

North Dakota. Not applicable

South Carolina. These programs are funded with federal monies from the Women's Equity Education Act and the Carl D. Perkins Act.

Vermont. Not applicable

Funding for women's programs in the states reporting such programs came from a variety of sources. Table 4.3 provides an overall picture of how women's programs were financed in each state that reported having such programs.

Allocations from the Carl D. Perkins Vocational Education Act of 1984 was the source of federal funds for states that used federal monies to finance their programs. All of the states responding to the questionnaire received Carl D. Perkins funds for the fiscal year 1989-90. However, only 11, or 24%, of the states reported using Perkins

Table 4.3

Sources of Funding for Women's Programs

	FEDERAL	STATE	OTHER
ALABAMA	XX	XX	
CALIFORNIA	XX		
COLORADO		XX	
KENTUCKY		XX	XX
MASSACHUSETTS		XX	
MICHIGAN		XX	
NEBRASKA	XX		XX
NEW YORK		XX	
NORTH CAROLINA	XX		
OREGON	XX		
RHODE ISLAND	XX		
SOUTH CAROLINA	XX		
TENNESSEE		XX	
TEXAS	XX		
UTAH	XX	XX	
WASHINGTON	XX	XX	XX
WEST VIRGINIA	XX		
WISCONSIN	XX	XX	
STATES USING FEDERAL FUNDS ONLY		39%	
STATES USING FEDERAL & OTHER FUNDS		11%	
STATES USING FEDERAL & STATE FUNDS		16%	
STATES USING STATE FUNDS ONLY		28%	
STATES USING STATE & OTHER FUNDS		6%	

monies to finance women's programs that were administered at the state level. Table 4.4 lists the amount each state allocated to community colleges from Carl D. Perkins as reported by state level personnel responsible for financial reports. A complete listing of the names of these persons and the dates they were contacted can be found in Appendix E. It should be noted that per student expenditures of Carl D. Perkins funds range from \$0 in Minnesota to \$266.00 in Georgia (See Table 4.5). This wide range of per student expenditure indicates that a wide range of women's programs are available per state. This is not necessarily so, however, when one looks at the state of Georgia where the per student expenditure is the largest amount at \$266.00 but no women's programs/services are available through state agencies.

### Question 3--Comprehensive

Your state law describes the mission or purpose of community colleges in your state as providing a comprehensive postsecondary education to anyone who wishes to attend. This is in agreement with the generally accepted philosophy of community colleges.

In which ways does your office comply with this philosophical commitment in regard to women's programs?

For example, the Women's Education Development Incentive (WENDI) was implemented in 1974 at Brevard Community College in Florida. The purpose of the program was to serve as a



Table 4.4

Listing of Carl D. Perkins Allocations for Public Community Colleges for the Fiscal Year 1989-90 in Addition to Each State's Position Regarding Women's Programs

	REPORTED PROGRAMS/SERVICES (Thousands)	REPORTED NO PROGRAMS/ SERVICES (Thousands)
ALABAMA	\$ 5,176	
ALASKA		\$ 29
ARIZONA		1,890
ARKANSAS		132
CALIFORNIA	38,097	
COLORADO	9,289	
DELAWARE		1,332
FLORIDA		8,870
GEORGIA		12,489
IDAHO		60
ILLINOIS		1,672
INDIANA		5,760
IOWA		6,457
KANSAS		1,638
KENTUCKY	1,236	
LOUISIANA		151
MAINE		1,300
MARYLAND		3,316
MASSACHUSETTS	4,150	
MICHIGAN	9,675	

Table 4.4 continued

	REPORTED PROGRAMS/SERVICES	REPORTED NO PROGRAMS/ SERVICES
MINNESOTA		-0-
MISSISSIPPI		783
MISSOURI		565
NEBRASKA	2,293	
NEVADA		1,050
NEW HAMPSHIRE		775
NEW JERSEY		2,500
NEW MEXICO		6,602
NEW YORK	12,189	
NORTH CAROLINA	8,682	
NORTH DAKOTA		1,016
OHIO		4,386
OKLAHOMA		1,400
OREGON	2,800	
PENNSYLVANIA		6,071
RHODE ISLAND	340	
SOUTH CAROLINA	1,611	
TENNESSEE	2,200	
TEXAS	29,613	
UTAH	1,453	
VERMONT	375	
VIRGINIA		3,958
WASHINGTON	5,500	

Table 4.4 continued

	REPORTED PROGRAMS/SERVICES	REPORTED NO PROGRAMS/ SERVICES
WEST VIRGINIA	1,571	
WISCONSIN	9,598	
WYOMING		854

Note: Figures acquired from state personnel responsible for state financial reports through personal communication.

Table 4.5

Calculated Per Student Expenditure by Community Colleges  
from Carl D. Perkins Allocations.

	MONEY RECEIVED* (Thousands)	STUDENTS#	RECEIVED PER STUDENT##
ALABAMA	\$ 5,176	72,535	\$ 71
ALASKA	29	5,726	5
ARIZONA	1,890	152,208	12
ARKANSAS	132	16,110	8
CALIFORNIA	38,097	1,199,047	32
COLORADO	9,289	60,649	153
DELAWARE	1,332	9,957	134
FLORIDA	8,870	276,265	32
GEORGIA	12,489	46,906	266
IDAHO	60	6,022	10
ILLINOIS	1,672	347,391	5
INDIANA	5,760	38,169	151
IOWA	6,457	41,291	108
KANSAS	1,638	58,763	28
KENTUCKY	1,236	37,734	33
LOUISIANA	151	14,954	10
MAINE	1,300	13,120	99
MARYLAND	3,316	105,167	32
MASSACHUSETTS	4,150	75,312	55
MICHIGAN	9,675	226,805	43
MINNESOTA	-0-	62,684	0

Table 4.5 continued

	MONEY RECEIVED*	STUDENTS#	RECEIVED PER STUDENT##
MISSISSIPPI	783	46,799	17
MISSOURI	565	71,596	8
NEBRASKA	2,293	31,855	72
NEVADA	1,050	29,655	35
NEW HAMPSHIRE	775	6,068	128
NEW JERSEY	2,500	115,595	22
NEW MEXICO	6,602	40,141	164
NEW YORK	12,189	279,772	44
NORTH CAROLINA	8,682	133,627	65
NORTH DAKOTA	1,016	7,561	134
OHIO	4,386	164,695	27
OKLAHOMA	1,400	64,378	22
OREGON	2,800	81,240	34
PENNSYLVANIA	6,071	156,184	39
RHODE ISLAND	340	15,400	22
SOUTH CAROLINA	1,611	46,840	34
TENNESSEE	2,200	61,541	36
TEXAS	29,613	371,752	80
UTAH	1,453	24,672	59
VERMONT	375	4,798	78
VIRGINIA	3,958	130,465	30
WASHINGTON	5.500	136,530	40

Table 4.5 continued

	MONEY RECEIVED*	STUDENTS#	RECEIVED PER STUDENT##
WEST VIRGINIA	1,571	22,713	69
WISCONSIN	9,598	98,973	97
WYOMING	854	16,913	50
TOTAL MONEY		\$220,905,000	
TOTAL STUDENTS		4,133,894	
AVERAGE EXPENDITURE PER STUDENT		\$53	

Note:      \* Dollar figures acquired from state personnel responsible for state financial reports through personal communication.

             # Student figure represents total enrollment as reported by the American Association of Community and Junior Colleges, 1990.

             ## Dollar numbers for per student expenditure were calculated to the nearest dollar figure.

transition course for reentry women so that they could identify and clarify goals for training before entering the world of work.

Alabama. Each of the 13 colleges in the Alabama College System has its own project names, e.g. WENDI, and are providing the following types of services which are inclusive in the mission of the community colleges in the State: (1) Outreach Activities, (2) Vocational Assessment, (3) Counseling Services, (4) Preoccupational Readiness, (5) Job Readiness Training, (6) Cooperative Networking, (7) Skills Training for Employment, (8) Employment Search, (9) Placement and follow-up, and (10) Non Traditional Occupational Training.

Alaska. Not applicable

Arizona. Not applicable

Arkansas. Not applicable

California. Other than Vocational Education funds there is no funding for these programs through the Chancellor's office. However, many of the colleges have initiated entry programs on their own with technical assistance from this office.

Colorado. The Community College and Occupational Education System provides child care services thus allowing students of pre-school age to attend classes.

Delaware. Delaware Tech Wilmington/Stanton/Terry campuses sponsor, in conjunction with the Delaware Division

of Social Services, the First Step Program which provides career development and educational opportunities for female welfare recipients. The Terry campus sponsors re-entry workshops for women wishing to enter/continue a postsecondary education program.

Florida. The Department of HRS and the Division of Vocational, Adult, and Community Education have assisted colleges in complying with the stated mission.

Illinois. The Board of Higher Education has implemented guidelines directing each institution to develop plans for underrepresented groups such as minorities and women. Each plan should describe the goals, strategies, and programs, and evaluation activities for improving the participation and achievement of these groups. Information about each program is on file at the offices of the Illinois Board of Higher Education.

Iowa. No response

Kentucky. All applicants meeting the appropriate academic requirements and technical standards shall be considered equally for admission to a community college or any academic program thereof regardless of race, color, religion, sex, marital status, national origin, age, or handicap.

Louisiana. Not applicable

Maine. Not applicable

Maryland. Not applicable



Massachusetts. Common to all community colleges is a commitment to excellence of academic instruction, open access, low cost, and responsive and innovative educational programs of high quality for all persons in the Commonwealth who wish to enroll and who have a high school diploma, GED, or who meet other minimum requirements.

Michigan. Michigan has a comprehensive community college system. (The state does not offer specific assistance).

Minnesota. No response

Mississippi. The State Board for Community and Junior Colleges offers equal opportunity in that state.

Missouri. Implementation of special programs for women and other special groups is a local, institutional responsibility.

Nevada. There are no women's programs that are sponsored or supported by the system office. Each campus within the system develops individual programs.

New Jersey. Many colleges support curricular and faculty development efforts on their own campuses. These efforts have the support of the statewide Board of Higher Education; the Board's policy paper, "Improving Undergraduate Education," and the recent report from a statewide advisory council on general education both advocate increased incorporation of gender and multicultural studies scholarship across the curriculum.

New Mexico. No response

New York. Programs for women in our thirty community colleges comply with the generally accepted philosophy of open access. This office provides the overall support mentioned in Question #1.

North Carolina. The state office provides leadership, administrative, and, technical assistance to community and technical colleges to bring men and women historically underserved in nontraditional areas into the educational and economic mainstream.

Ohio. No response

Oregon. The women's programs provide recruitment, assessment, life skills, career counseling, personal counseling; also child care, transportation, tuition, scholarships, books, and other support as needed.

Pennsylvania. Sixty percent of the enrollment in the community colleges in Pennsylvania are women.

Rhode Island. In addition to programs identified in item #1, the community colleges of Rhode Island have a cooperative agreement with "Pathways to Independence", a welfare and training program that offer programming and financial aid to welfare mothers.

Texas. The Higher Education Coordinating Board, through Perkins administrative funds, provides state level support and coordination to local institutions in their individual endeavors to accommodate the needs of all special

populations enrolled at each institution, including women in transition.

The institutions have used Perkins funds to design and implement many kinds of special services/programs for women in transition. Guidance and counseling activities have been provided to single parents and homemakers through such activities as "Life Skills Development Sessions" at noon seminars, an "Options" support group, and the STAR Program (Students Training and Retraining). All of these programs were directed toward helping women in areas such as career, individual, and personal counseling, orientation activities, and job placement assistance.

Utah. The five 2-year comprehensive community colleges are open-access institutions with a strong commitment to programs of transfer and general education; occupational training; continuing education for personal enrichment or career updating; and student support services, including academic assessment, counseling, developmental/remedial studies, and placement.

The "Turning Point" programs places emphasis on classes for re-entry women. The classes include, among a wide array of subjects, guiding students to become self-directed while gaining self-confidence prior to entering the world of work, or student continuation in academia.

Virginia. No response

Washington. The State provides support for a Displaced Homemaker program. The program receives funds from the state, but the revenue source is a surcharge on marriage licenses. The program is administered by the Higher Education Coordinating Board. The Assistant Director for Student Services at the State Board serves on the Advisory Committee for the Displaced Homemaker Program. In addition, the majority of colleges offer women's programs and receive state general fund support for those activities. The State office endorses the need to support services to women and provides encouragement and support to offer these programs.

Wisconsin. Every college has a program (not necessarily a women's center) that is mostly federally funded to assist women with the transition into educational programming.

Wyoming. It is one of the primary goals of the Wyoming Community College staff to highlight women's issues at the community colleges on a statewide basis in the years to come.

### Question 3--Occupational

Your state law describes the mission or purpose of community colleges in your state as providing a occupational postsecondary education to anyone who wishes to attend. This is in agreement with the generally accepted philosophy of community colleges.

In which ways does your office comply with this philosophical commitment in regard to women's programs?

For example, the Women's Education Development Incentive (WENDI) was implemented in 1974 at Brevard Community College in Florida. The purpose of the program was to serve as a transition course for reentry women so that they could identify and clarify goals for training before entering the world of work.

Indiana. Not applicable

Kansas. Not applicable

Nebraska. The Department of Education practices equal employment opportunity, support and encouragement by faculty, staff, and administration for individuals to enter nontraditional careers. The "New Beginnings Program" for Single Parents/Displaced Homemakers and the Career Achievement Center work cooperatively towards the goal of providing information about technical/vocational education and career possibilities on a consistent basis.

New Hampshire. Not applicable

Oklahoma. Not applicable

Tennessee. A climate free of gender, age, and ethnicity bias is a basic planning assumption. Such a goal is also reflected in mission statements of system institutions.

West Virginia. This state does not have a formal statement but has chosen to encourage and react by helping

institutions begin such programs with both funding and technical assistance.

Question 3--Collegiate

Your state law describes the mission or purpose of community colleges in your state as providing a collegiate postsecondary education to anyone who wishes to attend. This is in agreement with the generally accepted philosophy of community colleges.

In which ways does your office comply with this philosophical commitment in regard to women's programs?  
For example, the Women's Education Development Incentive (WENDI) was implemented in 1974 at Brevard Community College in Florida. The purpose of the program was to serve as a transition course for reentry women so that they could identify and clarify goals for training before entering the world of work.

Georgia. No response

Idaho. These is a commitment of the Office of the State Board to encourage and retain minorities in higher education. Women, however, have not been specifically separated out.

North Dakota. Not applicable

South Carolina. The most comprehensive thrust is through the Single Parent/Homemaker Program which allocates over \$650,000 each year to the 16 technical colleges. Today

the female population in technical associate degree and diploma programs exceeds the male population.

Vermont. Not applicable

Of the 46 states responding to the questionnaire 28, or 61%, reported that there was no acceptance of responsibility on the part of the state level leadership to assist in implementing a philosophical commitment of the community college in reference to women's programs. Five of the 46, or 11%, had some agreement, while 13 of the 46, or 28%, had strong agreement.

The level of agreement was determined by the researcher's best judgment based on the data from the questionnaire and from an analysis of state laws. A state was listed under NO AGREEMENT if no current programs and/or services were reported by those answering the questionnaire. Any state that offered services, for example, technical advice but no specific programs, were listed under SOME AGREEMENT. STRONG AGREEMENT was used to describe the states that reported responsibility for specific women's programs and/or services. Table 4.6 illustrates the level of agreement from each state as it related to women's programs in the community college with the support of the state agencies.

Table 4.6

Listing of State Agreement to Women's Programs as Related to State Law and the Philosophical Commitment of the Community College

	NO AGREEMENT	SOME AGREEMENT	STRONG AGREEMENT
ALABAMA			XXX
ALASKA	XXX		
ARIZONA	XXX		
ARKANSAS	XXX		
CALIFORNIA		XXX	
COLORADO		XXX	
FLORIDA	XXX		
GEORGIA	XXX		
IDAHO	XXX		
ILLINOIS	XXX		
INDIANA	XXX		
IOWA	XXX		
KANSAS	XXX		
KENTUCKY			XXX
LOUISIANA	XXX		
MAINE	XXX		
MARYLAND	XXX		
MASSACHUSETTS			XXX
MICHIGAN			XXX



Table 4.6--continued

	NO AGREEMENT	SOME AGREEMENT	STRONG AGREEMENT
MINNESOTA	XXX		
MISSISSIPPI	XXX		
MISSOURI	XXX		
NEBRASKA			XXX
NEVADA	XXX		
NEW HAMPSHIRE	XXX		
NEW JERSEY	XXX		
NEW MEXICO	XXX		
NEW YORK		XXX	
NORTH CAROLINA			XXX
NORTH DAKOTA	XXX		
OHIO	XXX		
OKLAHOMA	XXX		
OREGON			XXX
PENNSYLVANIA	XXX		
RHODE ISLAND			XXX
SOUTH CAROLINA			XXX
TENNESSEE			XXX
TEXAS		XXX	
UTAH			XXX
VERMONT	XXX		
VIRGINIA	XXX		

Table 4.6--continued

	NO AGREEMENT	SOME AGREEMENT	STRONG AGREEMENT
WASHINGTON			XXX
WEST VIRGINIA			XXX
WISCONSIN		XXX	
WYOMING	XXX		
		NO AGREEMENT	61%
		SOME AGREEMENT	11%
		STRONG AGREEMENT	28%

Guidelines for Developing Women's Programs in the  
Community College

When considering a change in curriculum the chief academic officer in a public community college must (a) devise steps to evaluate and improve the programs of instruction, (b) outline the data needed, (c) list procedures used to accomplish the task and (d) conduct a survey of community needs.

After reviewing more than 200 authors in the literature in the areas of curriculum and evaluation since 1970, the researcher noted an overall agreement on the importance of a clear understanding of the institution's mission before beginning an evaluation (See Chapter II, pp. 14-15). The authors in the area of evaluation through assessment, goals and objectives, study design, and implementation were also in agreement (See Chapter II, pp. 15-17). The importance of output evaluation was discussed throughout the relevant literature revealing agreement among the authors (See Chapter II, p. 17-19).

Table 4.7 summarizes the answers from the completed questionnaires. The states that are included herein were selected because they indicated that there was state level responsibility for women's programs; the other states did not share this view and are not included.

Table 4.7

Services Provided for Women's Programs as Reported From State Directors

SERVICES	PERCENTAGE OF STATES REPORTING
Have a state level staff officer	(28%)
Provide counseling services	(33%)
Provide regular program evaluation	(17%)
Conduct state level conferences with other government offices that affect women	(22%)
Provide on-campus committee to make recommendations regarding changes in institutional policy and practice to improve the status of women on all levels	( 5%)
Offer leadership and technical assistance and pertinent information	(61%)

Source: Study questionnaire

The following guidelines for developing women's programs in the community college were developed from the relevant literature (See Chapter II) and from responses of state community college directors to the questionnaire as reported above.

1. The persons involved in the process of evaluation should develop agreement on the mission of the institution.
2. Within the framework of the college's mission the evaluation committee must then identify where they are, where they want to be, how they intend to get there, and their plans for incorporating changes.
3. Once steps 1 and 2 are completed an evaluation is helpful in providing feedback, developing alternatives and initiating improvements.
4. Develop an annual evaluation procedure for institutions to carry out.
5. Designate on the state level staff an officer for women's programs.
6. Require institutions to provide educational and counseling services to reduce the social, psychological and financial barriers which discourage enrollment and program completion.
7. Sponsor state level conferences in cooperation with other governmental agencies serving women (e.g. Department of Social Services and Department

of Labor) so that more women will be reached and served. These conferences would include workshops on what is being done and what else can be done to serve better the needs of women.

8. Establish on-campus committees to study the status of women on all levels--from clerical through administrative positions--and to make recommendations regarding such changes in institutional policy and practices as are warranted.
9. Offer technical assistance to local program directors as needed. Technical assistance was describe by state directors as pertinent information that includes, but need not be limited to the following:
  - (a) sources of funding
  - (b) child care information
  - (c) professional consultation
  - (d) workshops on women's issues
  - (e) transportation
  - (f) stipends
  - (g) professional development
  - (h) distribution of brochures to local directors
  - (i) guidance at the initial stages of local programs
  - (j) evaluation

Guidelines for Developing Women's Programs in the Community College Through State Agencies

The following guidelines are a summative interpretation of the procedures used by the 18 states that offered women's programs/services in their state. In addition, a review of the literature on women's programs, strategic planning, and program development in the community colleges were used to support and clarify the recommended guidelines.

1. Develop a mission statement for women's programs. Of the 46 states responding to the questionnaire, 28 reported that there was no acceptance of responsibility on the part of the state level leadership to assist in implementing the generally accepted philosophical commitment of the community college in reference to women's programs. Five of the 46 had some agreement concerning the mission and services that were offered. Thirteen of the 46 had strong agreement regarding the services and programs that were offered. Caruthers and Lott (1981) along with Gaff (1983) and Splete (1987) believe that a clear understanding of a program's mission provides the starting point for those responsible for curriculum change.
2. Develop a plan within the framework of the state agency's mission. Of the 18 states reporting state level responsibility for women's programs in the community college, only Alabama and Texas provide assistance with planning programs. According to

Fullan (1982), the need for educational change is not obvious and must be evaluated in terms of specific objectives and intended outcomes. The planning committee must identify where they are (assessment), where they want to be (goals and objectives), how they intend to get there (study and design), as well as plans for incorporating changes (implementation). Caruthers and Lott (1981) believe these procedures can be achieved through a mission review.

3. Conduct an evaluation on a regular schedule. Two states, Michigan and North Carolina reported that they provide evaluation services to women's programs on a specific time basis. In Michigan an on-site evaluation of each community college single parent/displaced homemaker program and sex equity program occurs every five years.

In North Carolina, women's programs in community colleges are evaluated annually. West Virginia and Oregon reported regular evaluations but offered no specific time frame.

A formative evaluation is helpful in providing feedback, developing alternatives, and initiating improvements (Dressel, 1976; Guba & Lincoln, 1981; Herriott & Gross, 1979; Tuckman, 1979).



4. Through the annual program review the state can provide assistance to institutions in developing an annual evaluation procedure. No state mentioned that they provided assistance in developing on-site evaluation procedures. Christal and Jones (1983) and Anderson, Ball, and Murphy (1975) define the evaluation process as a means to (a) assess and enhance the quality of educational programs and (b) promote improvement in these programs. Some might think that the energy and time involved in conducting an effective educational evaluation are not worth the benefits that can be reaped from the experience. However, the energy involved in trying to play "catch up" to innovative institutions is far greater than periodically investing personnel in the evaluation process.
5. Provide a state staff member for women's programs. Of the 18 states reporting having state level supported women's programs, only five directors reported having a staff member whose duties were to administer these programs. The results from the questionnaire indicate that the duties of the administrative officer may include, but need not be limited to: (a) the review of annual plans with local program directors; (b) technical assistance to program directors; (c) the coordination of an annual conference for local program directors; (d) the maintenance of a current national

directory of state administrative officers for women's programs; (e) liaison with related state associations and agencies; (f) the coordination of data collection for local program directors; and (g) the participation in workshops on women's issues throughout the state.

6. Provide the necessary resources. Fifty-seven percent of the states reporting state level support for women's programs provide some type of resource as defined in the literature. Richardson and Rhodes (1985) define resources as "funds, released time, facilities, offices, technical support, and information/data base support" (p. 295). Provide for a system of equitable distribution of resources. In addition to these resources, Eliason (1981) believes that an active state level advisory board is needed as well as creativity in the area of external financing.
7. Provide educational and counseling services. State staffs should encourage institutions to provide educational and counseling services to reduce the social, psychological and financial barriers which discourage enrollment and program completion. The questionnaire results indicated that approximately one third of the 18 states reporting state level support for women's programs encourage institutions to provide educational and counseling services. Eliason (1981) reported financial aid was the major factor

contributing to women not attending college. Lack of or poor counseling services were a second factor reported among the reasons women do not attend college. A third factor contributing to women not going to college is learned helplessness. Wood (1988) defines the phenomenon of learned helplessness "not as the reality of finding oneself in a situation over which there is no control. Rather it is the belief, the expectation, that one can not control relevant events" (pp. 4-5).

8. Develop an information system compatible with or a part of the state system. Texas is the only state that offered some means of collaborative data collection in conjunction with its women's programs. During the planning process a large amount of data will be generated. When analyzing the data, Hogan and Knight (1987), recommend that planners take into account the nature of the data and the effect on operations.

This procedure can be made easier if an information system is established at the onset of the planning process. An information system is necessary to allow planners to keep up with the data that will be generated as a result of the various studies being conducted at the state agency.

9. Establish a liaison with other governmental agencies serving women. Michigan reported having a working

relationship with other governmental agencies serving women. The needs of women are overlooked by state agency directors of community colleges because it may be assumed that other state agencies are involved in the welfare of women. While it is true that other government agencies have been established to assist women who, for example, are having financial difficulties, the community college traditionally promotes long-term help through education. By working together more women will be reached and served.

10. Form committees to study the status of women on all levels. The committee should study women on clerical through administrative positions from the local through the state level and make recommendations regarding changes in institutional policy and practices. No state reported having conducted a study of the status of women at the local level. However, two states have developed programs at the state level to improve the status of women in institutions of higher education. Kentucky, for example, has taken positive steps to investigate the status of women through its state level Leadership Academy. In Tennessee the Board of Regents has distributed a Women's Academe initiative which was undertaken by all twelve of the community colleges in that state.

Programs for single parents and displaced homemakers make up the major portion of women's programs on community college campuses. While these programs help many women to improve their social and financial status in society, to ignore the condition of others who are already in low paying, traditionally "female" jobs would be a continuation of past practices. Allain (1981) wrote that by the year 2000 more than 50 percent of the labor market in the United States will be female. With the many concerns for community college presidents of the future, as reported by the Education Commission of the States (1986), they can not afford to have an underprepared staff.

#### Response to the Guidelines From the Expert Jury

The guidelines that state agencies may use to encourage the development of women's programs in the community colleges were sent to a five-member jury to determine their feasibility. These jurors were selected based on their expertise in higher education, community colleges, and/or women's programs. Each juror was asked to rate the guidelines on a scale from 1-5 with 5 representing the highest level.

All jurors responded favorably to the guidelines. Some of the jurors' responses reflected their concern for funding sources while others questioned the feasibility of another state level position at a time when monies for higher

education are so scarce. The reactions of individual jurors are reported below as well as his/her rating.

Juror One. Dr. David Pierce responded favorably noting that the guidelines would be useful in starting a variety of programs. RATING: 5.

Juror Two. Ms. Charlotte Gore responded favorably, also. Her only concern was the high cost of state level staffing at a time when there are serious financial problems in higher education. RATING: 4.

Juror Three. Dr. Ann Bromley's response to the guidelines also concerned adequate funding. Her response was in agreement with Dr. Pierce in that she believed the guidelines could be applicable and adaptable to several different focuses for women's programs. RATING: 4.

Juror Four. Dr. Muriel Kay Heimer felt that the guidelines could be useful to any state level staff member in assisting him/her in developing women's programs.

Dr. Heimer's only concern centered around guideline #5 which suggests that there should be a state staff member for women's programs. She hoped that duplication of positions would be avoided if the state staff person had statewide authority over directors of programs such as Displaced Homemakers. RATING: 4.

Juror Five. Dr. Barbara J. Argumedo reported that overall the guidelines would be helpful. She was concerned, however, about the feasibility of guideline #9 which suggests a liaison with other governmental agencies serving women. RATING: 4.

The overall responses from the expert jury were favorable with an average rating of 4.2 on a scale of 1-5, with 5 representing the highest level. The major concerns of the jurors centered around funding, duplication, and problems pertaining to a particular state.

#### Summary

Chapter IV has contained a presentation of the data collected and examined from a questionnaire in order to fulfill the purpose of the study which was to determine how state agencies responsible for coordinating and/or controlling community colleges implement programs that provide educational opportunities for women.

The descriptive summarization contained narratives about the states that have women's programs/services, how these programs were funded, and the level of each state's agreement to the mission of the community college in relation to state laws. The guidelines developed were a summation of the data returned by state directors and by the use of relevant literature in the area of women's programs, strategic planning, and program development in the community colleges.

A relatively small percentage of the responding state directors, (39%), demonstrated support for women's programs while others felt women's programs were a local issue. Funding for these programs came from various sources including the federal government, state funds, local taxes, and grants.

State agency agreement to the community college mission in regard to women's programs was skewed. A full 61% of the states responding to the questionnaire reported no acceptance of responsibility on the part of state level leadership to assist in implementing the generally accepted philosophical commitment of the community college. The remaining 39% showed various degrees of agreement in the area of women's programs.

It is generally accepted in institutions of higher education that money may be the deciding factor in almost any program. However, the Education Commission of the States (1986) recommends that because women will play a larger role in higher education than in previous years, planning committees should (a) consider the special needs of this special group of students and (b) provide for the coordination and mutual reinforcement among institutional activities and efforts to meet the needs of such students, including reallocation of scarce dollars when necessary.



## CHAPTER V SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter contains a summary of the research study including the research problem and the investigation design. Conclusions and implications from the investigation are detailed and recommendations for future research are presented.

### Summary

#### Need for the Study

The community college has a philosophical commitment to serve the public in accordance with educational needs. In fact, the theoretical basis for community college operation includes a commitment to provide for the diversity of the total population. An investigation of how women's programs have developed since their beginnings in the early 1970s should provide new insights into what state level administrators are doing to ensure their continued growth. Further research may also offer opportunity to establish women's programs in states to administrators who have not done this before.

#### Statement of the Problem

The purpose of this study was to determine how state agencies responsible for coordinating and/or controlling

community colleges implement programs that provide educational opportunities for women. From the data collected a set of guidelines that would assist state agencies in encouraging the development of women's programs in community colleges were developed.

### The Method of the Study

The study followed procedures outlined as follows:

1. Based on the literature reviewed in Chapter II, the researcher defined the philosophical commitment of the community college and identified guidelines that have been followed for developing and improving programs in general in the community college. From this information, the researcher designed a questionnaire that was mailed to each state director in the 49 states with community colleges requesting (a) a description of the services the state agency provided to implement, establish and/or maintain women's programs in the community college in each state, (b) information on how these services are funded, and (c) a description of how the state agency complies with the philosophical commitment of community colleges in regard to women's programs.

In addition, the questionnaire requested the name of the individual who has the greatest amount of information about women's programs in each state. This information was needed to clarify and/or to question further incomplete data.

2. To determine the extent to which state agencies responsible for coordinating and/or controlling community colleges implement programs that provide educational opportunities for women the data were analyzed in the following manner.

- a. The data collected were examined to determine the extent to which state laws, regulations, and stated policies pertaining to the mission of the community college were in agreement with the services provided for implementing, establishing, and/or maintaining women's programs in the community colleges. The data were also analyzed to determine how these services were funded.
- b. Based on the descriptive data reported in the questionnaire, a set of guidelines that might be used for establishing and implementing women's programs was developed. These guidelines were then sent to a five-member expert jury with an accompanying letter requesting that they rate the feasibility of the guidelines on a scale of 1-5, with 5 highest.

#### Conclusions

A relatively small percentage of the responding state directors, (39%), demonstrated state level support for women's programs. Sixty-one percent of the responding state directors reported that women's programs were a local issue.

State agency agreement to the community college mission in regard to women's programs was skewed. A full 61% of the states responding to the questionnaire reported no acceptance of responsibility on the part of state level leadership to assist actively in implementing the generally accepted philosophical commitment of the community college. The remaining 39% showed various degrees of agreement in the area of women's programs.

Funding for these programs came from various sources including the federal government, state funds, local taxes, and grants. The Carl D. Perkins Vocational Education Act was reported as the source of federal funds for women's programs.

The reaction of the expert jury to the guidelines was favorable. Four of the five jurors gave the guidelines a rating of 4 on a scale of 1-5, with 5 being highest while the fifth juror rated the guidelines 5. Some of the responses of the expert jury reflected their concern for funding sources while others questioned the feasibility of another state level position at a time when monies for higher education are so scarce.

#### Implications

The results of this study indicate that a majority (61%) of state agencies do not accept leadership responsibility for establishing women's programs in community colleges. Administrators from these states

reported that women's programs are the responsibility of local institutions. This responsibility might be difficult to execute in these states since the trend is a shift of power (along with the necessary resources) from the local institutions to the state agencies.

There are many women's programs in community colleges that have been established by leaders at local institutions (See Chapter II). However, this task should not be left to the initiative of a few motivated individuals. State level leadership should develop women's programs so that equity in terms of financial support and adequate opportunity is realized statewide.

Funding for women's programs in the 18 states responding to the questionnaire that do accept leadership responsibility for women's programs in community colleges is obtained through a variety of sources including the federal government, state allocations, local taxes, and grants. Twelve of these states funded women's programs with allocations from the Carl D. Perkins Vocational Education Act. This is surprising since all 49 states that have community colleges received Perkins allocations for 1989-90. Apparently, there is no relationship between the money allocated to states for women's programs and the emphasis placed by state level leadership in developing women's programs/services.

These data suggest that those state level directors not using Perkins funds allotted to community colleges for women's programs may be acting contrary to the community college mission as defined by state laws as well as the federal mandates set forth by the Carl D. Perkins Vocational Education Act discussed in Chapter II.

These data also imply that state agencies responsible for coordinating and/or controlling community colleges have entrusted the obligation to establish educational opportunities to women to other sources. In addition, the data may signify that state directors are unaware of the complexities of the Carl D. Perkins Vocational Education Act and the funds available to their office for women's programs.

Seventy-four percent of the states responding to the questionnaire are defined by state laws as comprehensive in their mission. The results of this research indicate that state agencies that coordinate and/or control community colleges are not serving the needs of women from that office. Embedded in the community college philosophy is the responsibility to provide equal educational opportunity to those who want to learn. State leaders should ensure that any woman who desires occupational or bachelor degree training can obtain it from local community college systems that offer additional help to overcome barriers through opportunities provided by women's programs.

### Recommendations

Further study should be conducted to determine the attitudes and official positions of state directors toward equitably financed women's programs.

Further study should be conducted to determine how Carl D. Perkins allocations for community colleges are spent in each state.

Further study should also be conducted to determine the effectiveness of women's programs.

Finally, a study should be conducted to determine the relationship between state mission and the degree of its implementation via state agencies whose responsibility is to coordinate community colleges.

## REFERENCES

- Alexander, K. (1986). The value of an education. In L. Leslie & R. Anderson (Eds.), ASHE reader on finance in higher education (pp. 191-223). Lexington, MA: Ginn.
- Alfred, R. L. & Smydra, D. F. (1985). Reforming governance: Resolving challenges to institutional authority. In W. L. Deegan & D. Tillery (Eds.), Renewing the American community college (pp. 199-228). San Francisco, CA: Jossey-Bass.
- Allain, V. A. (1981, Fall). Women in education: The future. Educational Horizons. pp. 52-56.
- American Association of Community and Junior Colleges (AACJC). (1990). Statistical yearbook of community, technical, and junior colleges. Washington, DC: Author.
- Anderson, S. B., Ball, S., & Murphy, R. T. (1975). Encyclopedia of educational evaluation. San Francisco, CA: Jossey-Bass.
- Aquila, F. D. (1981). Title IX: Implications for education for women. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Bogue, J. P. (1950). The community college. New York, NY: McGraw-Hill.
- Bushnell, D. S. (1973). Organizing for change: New priorities for community college. New York, NY: McGraw-Hill.
- Caruthers, J. K., & Lott, G. B. (1981). Mission review: Foundations for strategic planning. Boulder, CO: National Center for Higher Education Management Systems.
- Caughman, A. Y. (1979). FACET: Making something happen. In P. A. Walsh (Ed.), Serving new populations (pp. 55-62). San Francisco, CA: Jossey-Bass.



- Chambers, M. M. (1968). Higher education: Who pays? who gains? Danville, IL: Interstate.
- Christal, M., & Jones, D. (1985). A common language for postsecondary accreditation: Categories and definitions for data collection. Boulder, CO: The Council on Postsecondary Accreditation.
- Cohen, A. M., & Brawer, F. B. (1982). The American community college. San Francisco, CA: Jossey-Bass.
- Cohen, A. M., & Brawer, F. B. (1989). The American community college (2nd ed.). San Francisco, CA: Jossey-Bass.
- Commission on the Future of Community Colleges (1988). Building communities. Washington, DC: American Association of Community and Junior Colleges.
- Cross, K. P. (1974). The woman student. In W. T. Furniss & P. A. Graham (Eds.), Women in higher education (pp. 29-50), Washington, DC: American Council on Education.
- Cross, K. P. (1985). Determining mission and priorities for the fifth generation. In W. L. Deegan & D. Tillery (Eds.), Renewing the American community college (pp. 34-50). San Francisco, CA: Jossey-Bass.
- Deegan, W. L., & Tillery, D. (1985). Renewing the American community college. San Francisco, CA: Jossey-Bass.
- Dressel, P. L. (1976). Handbook of academic evaluation. San Francisco, CA: Jossey-Bass.
- Drierlenga, D. (1981). Sources of information: Women in the community college. In J. S. Eaton (Ed.), Women in community colleges (pp. 79-90). San Francisco, CA: Jossey-Bass.
- Education Commission of the States (1986). From challenge: Coordination and governance in the '80s. In N. W. Peterson (Ed.), ASHE reader on organization and governance in higher education (pp. 373-408). Washington, DC: ASHE (Association for the Study of Higher Education).
- Eliason, C. (1981). New directions for women's studies and support services. In J. S. Eaton (Ed.), Women in community colleges (pp. 33-42). San Francisco, CA: Jossey-Bass.

- Evans, N. D., & Neagley, R. L. (1973). Planning and developing innovative community colleges. Englewood Cliffs, NJ: Prentice-Hall.
- Faragher, J. M., & Howe, F. (1988). Women and higher education in American history. New York, NY: W. W. Norton.
- Fullan, M. (1982). The meaning of educational change. New York, NY: Teachers College Press.
- Gaff, J. G. (1983). General education today. San Francisco, CA: Jossey-Bass.
- Gasson, T. I. (1987). Women and the higher intellectual life. In M. J. Oates (Ed.), Higher education for Catholic women (pp.51-67). New York, NY: Garland.
- Gaylord-Ross, R. (1988). Vocational education for persons with handicaps. Mountain View, CA: Mayfield.
- Gleazer, E. J. (1967). American junior college. Washington, DC: American Council on Education.
- Gleazer, E. J. (1980). Values, vision, & vitality. Washington, DC: American Association of Community and Junior Colleges.
- Gray, E. (1975). Everywoman's guide to college. Millbrae, CA: Les Femmes.
- Guba, E. G. (1981). Effective evaluation. San Francisco, CA: Jossey-Bass.
- Hawkins, R. R. (1975). The odds against women. In Change Magazine (Eds.), Women on campus (pp. 28-68). New Rochelle, NY: Change Magazine.
- Herriott, R. E., & Gross, N. (Eds.). (1979). The dynamics of planned educational change. Berkeley, CA: McCutchan.
- Hogan, S. D., & Knight, N. E. (1987). Planning for colleges and universities: The president's guide. Arlington, VA: Thornsby, Bailey, & Brown.
- Johnson, B. L. (1956). Purpose and plan of the yearbook. In N. B. Henry (Ed.), The public junior college (pp. 1-7). Chicago, IL: Society for the Study of Education.

- Kast, F. E., & Rosenzweig, J. E. (1985). Organization and management: A systems and contingency approach. New York, NY: McGraw-Hill.
- Kells, H. R. (1980). Self-study processes: A guide for postsecondary institutions. Washington, DC: American Council on Education.
- Kerr, C. (1985). Foreword. In W. L. Deegan & D. Tillery (Eds.), The renewal of the American community college (p. vii). San Francisco, CA: Jossey-Bass.
- King, M. C., & Elledge-Heimer, M. K. (1981). Dynamics of community college women's programming. In P. A. Walsh (Ed.), Serving new populations (pp. 79-86). San Francisco, CA: Jossey-Bass.
- Kirby, E. B. (1981). Petticoats to jackhammers: Strategies for women in occupational education. In J. S. Eaton (Ed.), Women in community colleges (pp. 43-54). San Francisco, CA: Jossey-Bass.
- Koltai, L., & Thurston, A. S. (1971). The community colleges. In E. J. Gleazer (Ed.), American junior colleges (pp. 3-10). Washington, DC: American Council on Education.
- Koos, L. V. (1925). The junior college movement. New York, NY: Ginn.
- Lewis, L. H. (1988). Addressing the needs of returning women. San Francisco, CA: Jossey-Bass.
- Lippit, R. (1958). The dynamics of planned change. New York, NY: Harcourt & Brace.
- Martorana, S. V., & Kuhns, E. (1975). Managing academic change. San Francisco, CA: Jossey-Bass.
- McLean, S. A. (1988). The legal relevance of gender: Some aspects of sex-based discrimination. In S. McLean & N. Burrows (Eds.), The legal relevance of gender. (pp. 1-15). Atlantic Highlands, NJ: Humanities Press International.
- Mendelsohn, P. (1986). Happier by degrees. Berkeley, CA: Ten Speed Press.
- Merson, T. B. (1971). The junior college: Today's goals, tomorrow's aspirations. In W. Ogilvie & W. Raines (Eds.), Perspectives on the community-junior college (pp. 3-10). New York, NY: Meredith.

- Moore, K. M. (1975). The cooling out of two-year college women. Personnel and Guidance Journal. 53, 578-583.
- Ogilvie, W. K., & Raines, M. R. (Eds.). (1971). Perspectives on the community-junior college. New York, NY: Meredith.
- Palmer, J. (1986). Sources and information: The social role of the community college. In L. S. Zwerling (Ed.), The community college and its critics (pp. 101-113). San Francisco, CA: Jossey-Bass.
- Panel blasts reliance on standardized tests. (1990, May). Gainesville Sun. p. 3A.
- Potter, L. (1979). Trusteeship. Washington, DC: Association of Community College Trustees.
- Ratzlaff, L. (1986). Education laws 1862-1984: A compilation of statutes in effect today. Arlington, VA: Capitol.
- Reinfeld, P. M. (1975). ANSWER a response to women's new ideas and needs. Community College Frontiers. pp. 15-17.
- Richardson, R. C., & Rhodes, W. R. (1985). Effective strategic planning: Balancing demands for quality and fiscal reality. In W. L. Deegan and D. Tillery (Eds.), Renewing the American community college (pp. 284-302). San Francisco, CA: Jossey-Bass.
- Roueche, J. E., Baker, G. A., & Rose, R. R. (1989). Shared vision. Washington, DC: The Community College Press.
- Rudolph, F. (1962). American college and university. New York, NY: Vintage.
- Safman, P. C. (1988). Women from special populations: The challenge of re-entry. In L. H. Lewis (Ed.), Addressing the needs of returning women (pp. 79-94). San Francisco, CA: Jossey-Bass.
- Shapiro, J., Kramer, S., & Humerberg, C. (1981). Equal their chances. Englewood Cliffs, NJ: Prentice-Hall.
- Schultz, T. W. (1981). Investing in people. Los Angeles, CA: University of California Press.

- Solomon, B. M. (1985). In the company of educated women. New Haven, CT: Yale University Press.
- Sourcebook of equal educational opportunity. (1979). Chicago, IL: Marquis Who's Who.
- Splete, A. P. (1987). The presidential perspective on mission review for new career programs. In M. A. Rehnke (Ed.), Creating career programs in a liberal arts context (pp. 21-28). San Francisco, CA: Jossey-Bass.
- Tillery, D., & Deegan, W. L. (1985). The evolution of two-year colleges through four generations. In W. L. Deegan & D. Tillery (Eds.), Renewing the American community college (pp. 3-33). San Francisco, CA: Jossey-Bass.
- Tuckman, D. W. (1979). Evaluating instructional programs. Boston, MA: Allyn and Bacon.
- U. S. Department of Health, Education, and Welfare. (1965). The vocational education act of 1963. Washington, DC: Author.
- U. S. Department of Health, Education, and Welfare. (1977). Implementing title ix: A sample workshop. Washington, DC: Author.
- U. S. Department of Health, Education, and Welfare. (1979). Implementing title ix: A workshop package for postsecondary educators. Washington, DC: Author.
- Walsh, P. A. (Ed.). (1979). Serving new populations. San Francisco, CA: Jossey-Bass.
- Wattenbarger, J. L. (1974). Who now has the power? In J. L. Wattenbarger & L. W. Bender (Eds.), Improving statewide planning (pp.1-6). San Francisco, CA: Jossey-Bass.]
- Willard, E., Beecher, C., & Lyon, M. (1931). Pioneers of women's education in the United States. New York, NY: McGraw-Hill.
- Wood, C. J. (1988). Learned helplessness: A factor in counseling for displaced homemakers. Journal of Employment Counseling. 26(1), 4-10.

- Woodie, S. H., & Bauer, M. D. (1979). Serving rural women: A college-community partnership. In P. A. Walsh (Ed.), Serving new populations (pp. 63-70). San Francisco, CA: Jossey-Bass.
- Young, K. E., Chambers, C. M., & Kells, H. R. (1983). Understanding accreditation. San Francisco, CA: Jossey-Bass.

APPENDIX A  
TITLE IX REGULATIONS

General and Coverage Provisions

Each recipient of federal education aid must evaluate its current policies and practices to determine whether they comply with Title IX. Each recipient must then take whatever steps are necessary to end discrimination. Institutions must keep a description of these steps on file for three years, and they must have completed the evaluation and steps to overcome the effects of bias by July 21, 1976.

Recipients must appoint at least one employee to coordinate its efforts to comply with Title IX. The regulation requires recipients to notify students...that they do not discriminate on the basis of sex. Students...must be told how to contact the employee coordinating Title IX compliance efforts. By October 21, 1975, recipients were required to issue this notice in the local press, student and alumni newspapers, and by a letter sent directly to students and employees. After that, all announcements, bulletins, catalogs, and applications must contain a notice stating (a) that the recipient does not discriminate on the basis of sex and (b) how students can

contact the employee coordinating Title IX compliance efforts.

#### Admissions

The regulation bars sex discrimination in admissions to certain types of institutions: public coeducational undergraduate, vocational, graduate, and professional. The regulation also bars limitations on the number or proportion of person of either sex who may be admitted, preference to one sex, ranking applicants by sex, and any other form of differential treatment by sex.

The recipient may not use a test or other criterion for admission which adversely effects anyone on the basis of sex unless the test or measuring tool is shown to predict successful completion of the educational program, and unbiased alternatives are unavailable. Rules concerning parental, family, or marital status of students which make distinctions based on sex are prohibited; discrimination because of pregnancy or related conditions, and asking an applicant's marital status is prohibited.

The recipient must make an effort to recruit members of each sex in a comparable manner except when special efforts to recruit members of the sex are needed to remedy the efforts of past discrimination.

#### Treatment of students

A student may not be limited in the enjoyment of any right, privilege, advantage or opportunity based on sex.



Courses or other educational activities may not be provided separately on the basis of sex. An institution may not require or refuse participation in any course by any of its students on that basis. This includes physical education, industrial, business, vocational, technical, home economics, music and adult education courses.

The regulation covers all forms of financial aid to students. A recipient may not on the basis of sex: provide different amounts of types of assistance, limit eligibility, apply different criteria, or otherwise discriminate; assist through solicitation, listing, approval, provision of facilities, or other services any agency, organization or person which offers sex-biased student aid (pp.475-476).

#### Employment

All employees in all institutions are covered, both full time and part time, except those in military schools, and those in religious schools to the extent compliance would be inconsistent with the controlling religious tenets.

In general, the regulation prohibits discrimination based on sex in employment, recruitment, and hiring, whether full time or part time, under any education program or activity which receives or benefits from federal financial aid. It also bars an institution from entering into union, employment agency, or fringe benefit agreements which subject individuals to discrimination.

An institution may not limit, segregate, or classify applicants or employees in any way which could adversely effect an applicant's or employee's employment opportunities or status because of sex.

The regulation prohibits sex discrimination in all aspects of employment, including employment criteria, advertising and recruitment hiring and firing, promotion, tenure, pay, job assignment, training, leave and fringe benefits.

If the institution is found to have practiced sex discrimination in recruitment or hiring, however, it must recruit members of the sex against which it has discriminated to overcome the effects of past discrimination.

#### Enforcement processes

In enforcing Title IX, the HEW will conduct broad-based investigations of school districts or universities initiated by HEW. HEW must also investigate promptly complaints submitted by individuals or groups. The Title IX procedures require educational institutions to keep records demonstrating whether they are complying with the law's requirements. Records must be available to HEW upon request.

Discrimination complaints must be filed with HEW within 180 days of the date of discrimination. If after this investigation, HEW finds that discrimination exists, it must

try to achieve voluntary compliance by the institution. Failing this, HEW may then begin administrative hearings which could lead to termination of federal financial assistance.

HEW can also refer the matter to the Department of Justice for possible federal prosecution or to the state or local laws. Under the provisions for administrative hearings, recipient institutions (but not the complainant) are granted the right to counsel and the right to appeal.

APPENDIX B  
WOMEN'S PROGRAMS IN COMMUNITY COLLEGES

Gloucester County College, in Sewell, New Jersey, offers ANSWER: A New Solution for Women's Educational Requirements. Designed for any woman wanting to try college, ANSWER is a one-semester, part time program. Reinfeld (1975) described the program. Its features include:

Two basic, transferable, three-credit courses--  
General Psychology and Images of Women in  
Literature.

Class hours at a time convenient for women.

Availability of the college's Early Childhood  
Education Center for three- to five-year old  
children of students.

Vocational and personal testing and counseling.

ANSWER's chief advantage, however, is the mutual support and camaraderie resulting from the grouping of women with similar apprehensions and motivations for their first college semester.

The college benefits from programs such as ANSWER on both altruistic and practical levels. Practically speaking, ANSWER students cause an immediate rise in the enrollment figures; they also inspire family and friends to try

college. Most important, ANSWER, will have helped a given number of women toward fulfillment.

Students such as those in ANSWER are a college's strongest public relations ally; they are enthusiastic and they are willing to share these feelings. So they write letters to the editor of the local newspaper and they join in on meetings for new ANSWER candidates to make the most convincing speeches and to give emotional support.

Some of the elements of the ANSWER program are:

1. Publicity. This should be as extensive and as varied as possible. At Gloucester County College persons involved in the ANSWER program (a) kept the local newspaper informed of their progress; (b) advertised via posters in community meeting places such as supermarkets, beauty parlors, apartment house bulletin boards; notices to county church, civic, and social groups; letters to secretarial organizations in the county and to all non-teaching college staff members.

Wide circulation of a booklet about the program serves to show readers that their trepidations are not unique.

2. Coordinator and coordination. One individual with authority ought to know about every ANSWER-related activity. This person might suggest and delegate, rather than do everything.

3. Empathy and extra time. The feelings of inadequacy, defensiveness, and self-consciousness which characterize ANSWER women--and any women coming to college after years off and not much, they think, to show for their time--can be conquered only by those who will put in time enough to combat them.

Building confidence is a slow process especially when these older coeds are confronted not only by the whole new world of college but also, sometimes, by skepticism or resentment at home. (pp.15-17)

Another program designed specifically for women is The Rural Women's Work Readiness Project, as described by Safman (1988), was implemented in 1985 in three rural communities in Onondaga County, in central New York. Its purpose was to provide comprehensive educational services to rural women in need. The demonstration project was directed by the Center for Community Education at Onondaga Community College in Syracuse.

The purpose of the project was to enable participants to gain access to needed services and become aware of education, training, and employment options. A unique linkage system brought to the three rural sites representatives from such agencies as the Onondaga Child Care Council, the Cooperative Extension Service, the New

York State Division of Human Rights, the YWCA, and the Onondaga County Employment and Training Agency. Through the linkages, participants learned about the services, as well as about consumer economics, physical fitness and nutrition, health, budgeting, employment opportunities, child care options, parenting skills, and related home and workplace issues. In return, the agency representatives developed a better understanding of the needs and issues of low income rural women.

In addition, the program offered skills assessment, career exploration, goal setting, job market assessment, time management, stress management, resume preparation, job seeking skills, and interviewing and educational counseling (which included testing, evaluation, and referral). The five week program involved participants from each rural site for six hours daily, Monday through Friday.

Characteristics of the program include:

Linkages. The women were introduced to education and training options through the field trips they took to the community college and training programs in Syracuse. While visiting the college, the women spoke with female students, financial aid officers, and academic advisers. The field trips not only demonstrated available options for education and employment but also removed any preconceived barriers. Women like themselves were in school and on the job, these options were accessible.

Self esteem. Back in their rural classrooms, the women involved themselves with sessions on confidence building and assertiveness training. They also met with representatives from various agencies.

Job preparation. Pretraining activities engaged the women in resume writing and interview skills. Educational testing revealed strengths and needs. Job requirements for various fields were investigated. Each woman developed a plan of action that was assessed two months after the five-week session.

Sensitization. During the program, the women became sensitized to the political issues that affected their lives. Some lobbied the New York legislature on child care issues. Others advised women in their communities about services and career options. Still others learned to address community groups on the plight of low income, rural women. (pp. 79-94)



APPENDIX C  
QUESTIONNAIRE

1. WHAT SERVICES HAS YOUR OFFICE PROVIDED TO IMPLEMENT, ESTABLISH AND/OR MAINTAIN WOMEN'S PROGRAMS IN THE COMMUNITY COLLEGES IN YOUR STATE?

---

---

---

---

---

2. HOW ARE THESE SERVICES FUNDED?

---

---

---

---

3. YOUR STATE LAW DESCRIBES THE MISSION OR PURPOSE OF COMMUNITY COLLEGES IN YOUR STATE AS PROVIDING A COMPREHENSIVE POSTSECONDARY EDUCATION TO ANYONE WHO WISHES TO ATTEND. THIS IS IN AGREEMENT WITH THE GENERALLY ACCEPTED PHILOSOPHY OF COMMUNITY COLLEGES.

IN WHICH WAYS DOES YOUR OFFICE COMPLY WITH THIS PHILOSOPHICAL COMMITMENT IN REGARD TO WOMEN'S PROGRAMS? FOR EXAMPLE, THE WOMEN'S EDUCATION DEVELOPMENT INCENTIVE (WENDI) WAS IMPLEMENTED IN 1974 AT BREVARD COMMUNITY COLLEGE IN FLORIDA. THE PURPOSE OF THE PROGRAM WAS TO SERVE AS A TRANSITION COURSE FOR RE-ENTRY WOMEN SO THAT THEY COULD IDENTIFY AND CLARIFY GOALS FOR TRAINING BEFORE ENTERING THE WORLD OF WORK.

---

---

---

---

4. WHAT INDIVIDUAL HAS THE GREATEST AMOUNT OF INFORMATION ABOUT WOMEN'S PROGRAMS IN YOUR STATE?

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_  
POSITION \_\_\_\_\_

1. WHAT SERVICES HAS YOUR OFFICE PROVIDED TO IMPLEMENT, ESTABLISH AND/OR MAINTAIN WOMEN'S PROGRAMS IN THE COMMUNITY COLLEGES IN YOUR STATE?

---

---

---

---

---

2. HOW ARE THESE SERVICES FUNDED?

---

---

---

---

3. YOUR STATE LAW DESCRIBES THE MISSION OR PURPOSE OF COMMUNITY COLLEGES IN YOUR STATE AS PROVIDING AN OCCUPATIONAL POSTSECONDARY EDUCATION TO ANYONE WHO WISHES TO ATTEND. THIS IS IN AGREEMENT WITH THE GENERALLY ACCEPTED PHILOSOPHY OF COMMUNITY COLLEGES.

IN WHICH WAYS DOES YOUR OFFICE COMPLY WITH THIS PHILOSOPHICAL COMMITMENT IN REGARD TO WOMEN'S PROGRAMS? FOR EXAMPLE, THE WOMEN'S EDUCATION DEVELOPMENT INCENTIVE (WENDI) WAS IMPLEMENTED IN 1974 AT BREVARD COMMUNITY COLLEGE IN FLORIDA. THE PURPOSE OF THE PROGRAM WAS TO SERVE AS A TRANSITION COURSE FOR RE-ENTRY WOMEN SO THAT THEY COULD IDENTIFY AND CLARIFY GOALS FOR TRAINING BEFORE ENTERING THE WORLD OF WORK.

---

---

---

---

4. WHAT INDIVIDUAL HAS THE GREATEST AMOUNT OF INFORMATION ABOUT WOMEN'S PROGRAMS IN YOUR STATE?

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_  
POSITION \_\_\_\_\_

1. WHAT SERVICES HAS YOUR OFFICE PROVIDED TO IMPLEMENT, ESTABLISH AND/OR MAINTAIN WOMEN'S PROGRAMS IN THE COMMUNITY COLLEGES IN YOUR STATE?

---

---

---

---

---

2. HOW ARE THESE SERVICES FUNDED?

---

---

---

---

3. YOUR STATE LAW DESCRIBES THE MISSION OR PURPOSE OF COMMUNITY COLLEGES IN YOUR STATE AS PROVIDING A COLLEGIATE POSTSECONDARY EDUCATION TO ANYONE WHO WISHES TO ATTEND. THIS IS IN AGREEMENT WITH THE GENERALLY ACCEPTED PHILOSOPHY OF COMMUNITY COLLEGES.

IN WHICH WAYS DOES YOUR OFFICE COMPLY WITH THIS PHILOSOPHICAL COMMITMENT IN REGARD TO WOMEN'S PROGRAMS? FOR EXAMPLE, THE WOMEN'S EDUCATION DEVELOPMENT INCENTIVE (WENDI) WAS IMPLEMENTED IN 1974 AT BREVARD COMMUNITY COLLEGE IN FLORIDA. THE PURPOSE OF THE PROGRAM WAS TO SERVE AS A TRANSITION COURSE FOR RE-ENTRY WOMEN SO THAT THEY COULD IDENTIFY AND CLARIFY GOALS FOR TRAINING BEFORE ENTERING THE WORLD OF WORK.

---

---

---

---

4. WHAT INDIVIDUAL HAS THE GREATEST AMOUNT OF INFORMATION ABOUT WOMEN'S PROGRAMS IN YOUR STATE?

NAME \_\_\_\_\_ ADDRESS \_\_\_\_\_

POSITION \_\_\_\_\_

# APPENDIX D

## Community College Mission As Reported By State Laws

### COMPREHENSIVE FUNCTION

ALABAMA  
ALASKA  
ARIZONA  
ARKANSAS  
CALIFORNIA  
COLORADO  
DELAWARE  
FLORIDA  
ILLINOIS  
IOWA  
KENTUCKY  
LOUISIANA  
MAINE  
MARYLAND  
MASSACHUSETTS  
MICHIGAN  
MINNESOTA  
MISSISSIPPI  
MISSOURI  
NEVADA  
NEW JERSEY  
NEW MEXICO  
NEW YORK  
NORTH CAROLINA  
OHIO  
OREGON  
PENNSYLVANIA  
RHODE ISLAND  
TEXAS  
UTAH  
VIRGINIA  
WASHINGTON  
WISCONSIN  
WYOMING

### OCCUPATIONAL

INDIANA  
KANSAS  
NEBRASKA  
NEW HAMPSHIRE  
OKLAHOMA  
TENNESSEE  
WEST VIRGINIA

### COLLEGIATE

GEORGIA  
IDAHO  
NORTH DAKOTA  
SOUTH CAROLINA  
VERMONT

APPENDIX E  
PERSONS RESPONSIBLE FOR STATE FINANCIAL REPORTS

<u>STATE</u>	<u>PERSON REPORTING DATA</u>	<u>DATE CONTACTED</u>
ALABAMA	DR. ALICE WILSON	10/22/90
ALASKA	MS. ANNE KING	10/22/90
ARIZONA	MR. TED DAVIS	10/29/90
ARKANSAS	MR. CHARLES BROWN	10/22/90
CALIFORNIA	MS. KATY WOHL	10/22/90
COLORADO	MR. JIM HILL	10/22/90
DELAWARE	MR. ROBERT V. BRESNAHAN	10/22/90
FLORIDA	MS. BEVERLY NASH-NNAJI	10/30/90
GEORGIA	MR. BOB MAYBRY	10/22/90
IDAHO	MR. MIKE RUSH	10/23/90
KANSAS	MR. DON STRAIT	10/22/90
KENTUCKY	MR. JIM DYFORD	10/25/90
LOUISIANA	MR. FRED SHIRLEY	10/22/90
MAINE	MR. CHRISTOPHER LYONS	10/25/90
MARYLAND	MR. DAVID KIMMEL	10/23/90
MASSACHUSETTS	MS. MARYELLEN MCKONAGH	10/24/90
MICHIGAN	MR. BILL RUDE	10/23/90
MINNESOTA	MR. MELVIN JOHNSON	10/29/90
MISSISSIPPI	MR. MALCOLM CULPEPPER	10/23/90
MISSOURI	MR. GEORGE WOOD	10/23/90

NEBRASKA	MS. MARGE HATHAWAY	10/24/90
NEVADA	DR. KEITH ROE	10/22/90
NEW HAMPSHIRE	MRS. REGINA FISKE	10/23/90
NEW JERSEY	MR. BRIAN P. BOYLE	10/22/90
NEW MEXICO	MR. TOM TRUJILLO	10/23/90
NEW YORK	MR. CHUCK GRABER	10/22/90
NORTH CAROLINA	MS. ALICE SMITH	10/22/90
NORTH DAKOTA	MR. RUEBEN GUENTHNER	10/23/90
OHIO	DR. G. JAMES FINCHAK	10/22/90
OKLAHOMA	MR. R. L. BEATY	10/22/90
OREGON	MR. EUGENE VINARSKAI	10/22/90
PENNSYLVANIA	MS. LINDA BRUBAKER	10/23/90
RHODE ISLAND	MS. JACQUELINE HARRINGTON	10/25/90
SOUTH CAROLINA	MR. JIM WHEELER	10/22/90
TENNESSEE	MR. TONY WILSON	10/23/90
TEXAS	DR. ROY D. BRISTOW	10/22/90
UTAH	DR. JAN DICKSON	10/23/90
VERMONT	MS. MOIRE COLEMAN	10/24/90
VIRGINIA	DR. NE SWARTZ	10/22/90
WASHINGTON	MR. MICHAEL SCHMIDLKOFE	10/22/90
WEST VIRGINIA	MR. JAMES SLANICK	10/22/90
WISCONSIN	MR. ED CHIN	10/22/90
WYOMING	MR. IKE STRAYER	10/22/90

APPENDIX F  
LETTERS TO EXPERT JURORS



February 15, 1991

Dr. Ann Bromley  
Director of Women's Programs  
Santa Fe Community College  
3000 NW 83rd Street  
Gainesville, FL 32606

Dear Dr. Bromley,

Enclosed is a list of guidelines for establishing women's programs in community colleges. These were developed through contacts with state level leadership in the 49 states that have community colleges. In developing these guidelines great emphasis has been placed on the role of state level coordination of women's programs.

These guidelines were developed from an analysis of the current literature as well as data received from state community college directors. This letter is to request that you serve as a member of a five person expert jury. We are asking the jury to review the guidelines with the purpose of reacting to the following questions:

1. Do you feel that such guidelines are useful?
2. Are there any areas of concern that are omitted?
3. Would the application of these guidelines be helpful to a state level staff member in assisting him/her in developing women's programs?
4. Please rate the guidelines (circle a number)

low 1--2--3--4--5 high

I would appreciate your answering these questions in this letter and returning it in the enclosed envelope as soon as you conveniently can. You have been selected because of your experience and expertise in the area of women's programs. We need your input very much.

Thank you,

Edythe J. Smith  
Research Graduate Assistant  
Institute of Higher Education  
University of Florida

February 15, 1991

Dr. Barbara Argumedo  
Higher Education Consultant  
Community Colleges Services Unit  
P. O. Box 30008  
Lansing, Michigan 48909

Dear Dr. Argumedo,

Enclosed is a list of guidelines for establishing women's programs in community colleges. These were developed through contacts with state level leadership in the 49 states that have community colleges. In developing these guidelines great emphasis has been placed on the role of state level coordination of women's programs.

These guidelines were developed from an analysis of the current literature as well as data received from state community college directors. This letter is to request that you serve as a member of a five person expert jury. We are asking the jury to review the guidelines with the purpose of reacting to the following questions:

1. Do you feel that such guidelines are useful?
2. Are there any areas of concern that are omitted?
3. Would the application of these guidelines be helpful to a state level staff member in assisting him/her in developing women's programs?
4. Please rate the guidelines (circle a number)

low 1--2--3--4--5 high

I would appreciate your answering these questions in this letter and returning it in the enclosed envelope as soon as you conveniently can. You have been selected because of your experience and expertise in the area of women's programs. We need your input very much.

Thank you,

Edythe J. Smith  
Research Graduate Assistant  
Institute of Higher Education  
University of Florida

February 15, 1991

Dr. Kay Heimer  
President  
Route 3, Box 7  
Lake City Community College  
Lake City, Florida 32055

Dear Dr. Heimer,

Enclosed is a list of guidelines for establishing women's programs in community colleges. These were developed through contacts with state level leadership in the 49 states that have community colleges. In developing these guidelines great emphasis has been placed on the role of state level coordination of women's programs.

These guidelines were developed from an analysis of the current literature as well as data received from state community college directors. This letter is to request that you serve as a member of a five person expert jury. We are asking the jury to review the guidelines with the purpose of reacting to the following questions:

1. Do you feel that such guidelines are useful?
2. Are there any areas of concern that are omitted?
3. Would the application of these guidelines be helpful to a state level staff member in assisting him/her in developing women's programs?
4. Please rate the guidelines (circle a number)

low 1--2--3--4--5 high

I would appreciate your answering these questions in this letter and returning it in the enclosed envelope as soon as you conveniently can. You have been selected because of your experience and expertise in the area of women's programs. We need your input very much.

Thank you,

Edythe J. Smith  
Research Graduate Assistant  
Institute of Higher Education  
University of Florida

February 15, 1991

Dr. David Pierce, Chancellor  
Virginia Community College System  
James Monroe Building  
101 North 14th Street  
Richmond, Virginia 23219

Dear Dr. Pierce,

Enclosed is a list of guidelines for establishing women's programs in community colleges. These were developed through contacts with state level leadership in the 49 states that have community colleges. In developing these guidelines great emphasis has been placed on the role of state level coordination of women's programs.

These guidelines were developed from an analysis of the current literature as well as data received from state community college directors. This letter is to request that you serve as a member of a five person expert jury. We are asking the jury to review the guidelines with the purpose of reacting to the following questions:

1. Do you feel that such guidelines are useful?
2. Are there any areas of concern that are omitted?
3. Would the application of these guidelines be helpful to a state level staff member in assisting him/her in developing women's programs?
4. Please rate the guidelines (circle a number)

low 1--2--3--4--5 high

I would appreciate your answering these questions in this letter and returning it in the enclosed envelope as soon as you conveniently can. You have been selected because of your experience and expertise in the area of women's programs. We need your input very much.

Thank you,

Edythe J. Smith  
Research Graduate Assistant  
Institute of Higher Education  
University of Florida

February 15, 1991

Ms. Charlotte Gore  
Sex Equity Coordinator  
5405 W. Cypress  
Suite 202  
Tampa, Florida 32607

Dear Ms. Gore,

Enclosed is a list of guidelines for establishing women's programs in community colleges. These were developed through contacts with state level leadership in the 49 states that have community colleges. In developing these guidelines great emphasis has been placed on the role of state level coordination of women's programs.

These guidelines were developed from an analysis of the current literature as well as data received from state community college directors. This letter is to request that you serve as a member of a five person expert jury. We are asking the jury to review the guidelines with the purpose of reacting to the following questions:

1. Do you feel that such guidelines are useful?
2. Are there any areas of concern that are omitted?
3. Would the application of these guidelines be helpful to a state level staff member in assisting him/her in developing women's programs?
4. Please rate the guidelines (circle a number)

low 1--2--3--4--5 high

I would appreciate your answering these questions in this letter and returning it in the enclosed envelope as soon as you conveniently can. You have been selected because of your experience and expertise in the area of women's programs. We need your input very much.

Thank you,

Edythe J. Smith  
Research Graduate Assistant  
Institute of Higher Education  
University of Florida

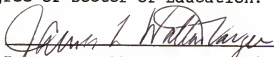
#### BIOGRAPHICAL SKETCH

Edythe J. Smith, a native of New Orleans, Louisiana, received a B. A. degree in elementary education from Southern University in New Orleans in 1975; an M.Ed. in curriculum and instruction from the University of New Orleans in 1984, and the Ed.D. in educational leadership from the University of Florida in 1991.

Ms. Smith has experience as a teacher in public and parochial schools. In addition, she has also taught at Santa Fe Community College and the University of Florida. Administrative experience was gained as a graduate teaching assistant at the University of Florida where she was responsible for organizing the daily mechanics of a class of more than 700 students. In addition to these duties, Ms. Smith was also responsible for supervising a staff of 15 undergraduate teaching assistants and administrative assistants who also worked in the class.

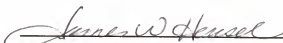
Since 1987, Ms. Smith has been a full time student at the University of Florida working on a doctorate in educational administration.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



James L. Wattenbarger, Chair  
Distinguished Service Professor  
of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



James W. Hensel  
Professor of Educational Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.



Ruthellen Crews  
Professor of Instruction and  
Curriculum

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

December, 1991



Dean, College of Education

\_\_\_\_\_  
Dean, Graduate School